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A SURVEY OF OPINION OF INDIANOLA HIGH SCHOOL
GRADUATES WITH RESPECT TO THE VALUE
OF THE CURRICULUM TO EVERYDAY LIFE

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Presented to
The Graduate Division
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In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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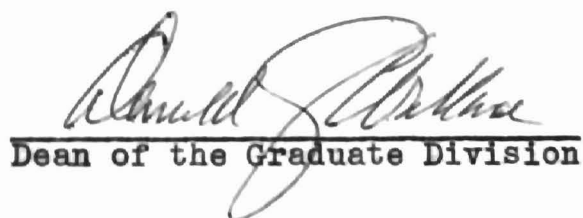

Dean of the Graduate Division

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CHAPTER I

INTRODUCTION

In the world of today, social change is ever-present and rapid. This complicates the school curriculum problem since the school program must be adapted to fitting youth for living in the world. Brink has said:

The needs of youth can be perceived only in relation to the supporting culture; changes in conditions and values in society postulate new or altered needs. It is common knowledge that, during the past half-century especially, the rate of change in many aspects of our society has been greatly accelerated. It is not surprising, therefore, that the task of education in meeting the needs of youth has been made vastly more complicated and difficult.¹

There have been several studies made at local, state, and national levels to determine the extent to which the needs of youth are being met, but an evaluation must be made of each school system if the results are to have major implications on its individual program.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to discover what recent graduates of Indianola, Iowa High School thought of its preparation of them for

¹William G. Brink, "Introduction: The Youth-Needs Motive in Secondary Education," Adapting the Secondary-School Program to the Needs of Youth, Fifty-Second Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1953), p. 5.

living in the modern world; (2) to see if there was any relation between opinion regarding preparation received and other factors, such as sex, rank in class, number of activities engaged in while in high school, curriculum pursued, and present occupation; and (3) to look for major trends of opinion that could be used for curriculum revision.

Importance of the study. In order to help future graduates of Indianola High School receive an education that will help them meet the demands of the world, this study of recent graduates was made to see what they thought of the existing program and how it could be improved. When explaining the reasons for conducting follow-up studies, Robert Fleming wrote:

The reason for making the survey was a sincere desire to be of help. Living in a changing world, young people today face numerous situations in which it becomes necessary for them to make decisions, many of which have a direct effect upon their future lives. Between the ages of eighteen and twenty-five years, youth is confronted with the problems of securing jobs, selecting life partners, finding suitable living quarters, getting further education if advancement on the job is to be made, and other problems of similar importance.

One of the major tasks of the modern school is to assist youth to make such decisions intelligently. This can be done through helping them develop the ability to make wise choices in the field of daily living. So far as the school's responsibility is concerned, this objective can be accomplished only by instruction planned to embrace every phase of training

That the future focus of the school program might be better directed toward helping students solve their needs a study of those who recently faced similar problems is of value. Such a study of the major life

problems faced by youth suggests changes in curricula and in the advisory services of the school if it is to guide the student competently in his first out-of-school experiences.¹

It is important for schools to study the opinions of their graduates because that is the most direct way of finding out how well they have been prepared. The opinions revealed and the suggestions made should be carefully analyzed to make sure the curriculum is keeping pace with the changing world. The success or failure of the school is measured by the success or failure of its graduates.

According to Malcolm MacLean:

And yet until the alumni are thus examined and explored in many other assumed outcomes of . . . education the questions cannot be answered, or society, which supports the schools, be in the least satisfied. The alumni and ex-students are our product. Only from them can we learn what they got from us, what we did to and for them that was right, wrong, of consequence, of inconsequence, fruitful or wasteful. Only by learning these things can we reshape the program of . . . education in America so that it may function, be effective, and win continued support. Only thus can we learn what to cut out of present programs and what to put into future ones.²

Another reason why such studies are important is that the schools are to a large extent dependent upon the commun-

¹Robert L. Fleming, "How to Make and Utilize Follow-Up Studies of School Leavers," The Bulletin of the National Association of Secondary-School Principals, XXXVI (March, 1952), p. 83.

²Malcolm S. MacLean, Editor's forward in C. Robert Pace, They Went to College, (Minneapolis: University of Minnesota Press, 1941).

ity in which they are located. If the community, including many former students and their families, does not believe the school is doing a good job, support will be given only hesitantly. Thus, it is necessary for the school to determine the opinion of these former students if it is to retain their support. Leonard and Eurich explain:

Men who invest in an enterprise are interested in the outcome. All of us invest in education for we are all helping to finance the school. Many have a more vital interest, that of the welfare of their own children. The school reports periodically to the parents of each child, evaluating the success of the child and of the school with him. But society is interested in another kind of report, a report on the extent to which the school is succeeding in meeting the needs of all the children and of society itself.¹

Limitations of the study. The main limitation of the study was that it relied upon opinions of the subjects concerned. No attempt was made to see how well the subjects actually applied what they learned in high school or its value to them. However, Wedemeyer defended this approach to the study of a problem when he wrote, ". . . people tend to try to solve their problems on an emotional level even when in full possession of information which would enable them to solve problems rationally."²

¹J. Paul Leonard and Alvin C. Eurich, An Evaluation of Modern Education (New York: D. Appleton-Century Company, Inc., 1942), p. 2.

²Charles A. Wedemeyer, "Use of the Morale-Type Survey on the College Level," Junior College Journal, XXI (April, 1951), p. 434.

A second limitation of the study was that only graduates of the high school were studied--there was no attempt to study students who dropped out before graduation. Actually, there is great need for studying the opinions of these drop-out students. According to Ruth Eckert:

Studies based on graduates alone may produce more flattering findings but they neglect the very persons from whom the faculty stands most to learn--the pupils who dropped out because of serious financial difficulties, inadequate course offerings, or lack of counsel on personal problems.¹

Another limitation was that only a selected group of graduates was studied--those who graduated in 1946, 1948, and 1950. This group was chosen because they had been out of school long enough to realize what problems they must face in life, but not so long that they would forget their high school programs. Also, these classes attended school during a period when relatively few changes were made in the school curriculum and staff, so any trend apparent should be representative of all three classes.

II. DEFINITION OF TERMS USED

Indianola High School graduate. The term "Indianola High School graduate" as used in this study has a somewhat

¹Ruth E. Eckert, "Studies of Former Students as a Measure of School Success," The High School Journal, XXXIV (April, 1951), p. 107.

restricted meaning. In addition to the study being limited to those who graduated in 1946, 1948, and 1950, it was further restricted to those who spent at least two complete years in attendance in the school. This two-year requirement was made due to the fact that students completing less than this time in the school were not considered to have made an adequate sampling of the courses offered, and their opinions might have been colored by experiences in other school systems.

Activity rank. This was the term used by the author in classifying the students by the number of activities they engaged in while in high school. The term is similar in meaning to "class rank" except that it refers to extra-curricular activities instead of academic achievement.

Professional. This occupational classification was used to include all those persons doing artistic, musical, literary, entertainment, public service, technical, and managerial work. Together with the other occupational classifications listed below, it was based upon a classification by the United States Employment Service to list all occupations under six major headings.¹ Because they were

¹United States Employment Service, Entry Occupational Classification (Part IV of Dictionary of Occupational Titles. 4 parts; Washington: United States Government Printing Office, 1944), p. 2.

nearly all pursuing courses of study which would place them in this category when graduated, all subjects who listed their occupation as "student" were included under this classification.

Clerical and sales. This occupational classification was used to include all the subjects who were engaged in computing, recording, general clerical, and public contact work.

Agriculture. This occupational classification was used to include all the subjects engaged in farming or closely related occupations.

Trades and crafts. This occupational classification was used to include all the subjects engaged in the machine trades and crafts. Due to the very small number of subjects who would normally fall under the classifications of "Service" and "Manual Work", they were included under this heading.

Housewife. Although not normally considered an occupation in the true sense, it was decided to group all those subjects who listed their occupation as "housewife" or "homemaker" under this classification.

Per cent. All percentages presented in this study were computed to the nearest whole per cent. Due to this

rounding off, there are a few columns in the tables in Chapter III that do not add up to exactly one hundred per cent.

III. SOURCES OF DATA AND METHOD OF PROCEDURE

Sources of data. Lists of graduates, the length of time they attended Indianola High School, and their class ranks were obtained from the official records of the Indianola, Iowa public schools. The activity ranks were obtained by the author by analyzing the list of activities each subject was credited with in the school annual. Other information used to classify them was supplied by the subjects themselves. All opinions and suggestions appearing in Chapter III are those of the subjects.

Method of procedure. An investigation was made to determine some of the major problems and needs of high school graduates for living in the modern world and to construct a questionnaire based upon these needs. A list of major needs of youth in the modern world that should be met by the school, prepared by the National Association of Secondary-School Principals,¹ was made the basis for pre-

¹Executive Committee and the Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals, Planning for American Youth (revised edition; Washington, D. C.: National Association of Secondary-School Principals, 1951), p. 10.

paring the questionnaire. An attempt was made to include each major problem area in at least one question. Much help in selection, wording, and arrangement was obtained from a questionnaire prepared by Professor Harold C. Hand of the University of Illinois for the Illinois Secondary School Curriculum Program.¹ The questionnaire was completed with suggestions from the high school principal and the faculty advisor. A copy of the questionnaire is included in the appendix.

After obtaining lists of graduates from the school office, the author obtained their addresses from parents, relatives, classmates still in or near Indianola, and from other varied sources. The author personally delivered several questionnaires to some subjects living in the local area, but due to the time involved and difficulty in finding people at home, the remainder were sent by mail. Included with each questionnaire were a letter explaining the purpose of the study and a stamped envelope for the reply. A copy of the letter may be found in the appendix. If no answer was obtained within ten days, a postal card reminder was

¹Kenneth B. Henderson and John E. Goerwitz, How to Conduct the Follow-Up Study, Illinois Secondary School Curriculum Program Bulletin No. 11, Office of State Superintendent of Public Instruction, Circular Series A, No. 51 (Springfield, Illinois: State of Illinois, August, 1950), pp. 71-81.

sent. After ten more days with no response, a second questionnaire was mailed with a personal appeal from the author.

When each questionnaire was returned, it was checked off against the mailing list and classified according to sex, class rank, and activity rank. Then the name and address of the subject were cut from the top of the form to maintain the anonymity of response that had been promised in the letter accompanying the questionnaire. There remained the task of analyzing each response on each form according to the classifications of sex, class rank, activity rank, curriculum, and present occupation.

Organization of the rest of the report. A review of several similar and related studies is presented in Chapter II. While these do not all reflect directly on the problem studied in this report, they are of such significance that they could not be omitted.

Chapter III reports the results of the study, with each question analyzed separately. Opinions expressed by the subjects and suggestions made by them are presented. Chapter IV contains a summary of the findings of Chapter III together with conclusions and recommendations for changes in the program of Indianola High School.

CHAPTER II

REVIEW OF THE LITERATURE

Many studies have been made and reports written on individual school subjects, their evaluation, and suggestions made for improving them. Other reports are available of school systems analyzing themselves through introspection. While the number is not too large, there is an ever-increasing volume of reports of school systems evaluating themselves through analyzing opinions of former students. In the following review of literature, some studies are reported that were not completely pertinent to this investigation, but their purposes, methods, or results were considered of such importance that they could not be neglected.

In his study of the program of the Bussey, Iowa school, Villont obtained the opinions of teachers, parents, students, and recent graduates on how much help they did or think they should get in meeting real-life problems.¹ He came to the conclusion that the students were not getting all the help they should in various areas which were determined to be the school's responsibility. He found a willingness to cooperate on the part of all concerned and

¹Clarence R. Villont, "A Follow-Up Study of the Graduates of Bussey High School to be Used As a Basis for Curriculum Improvement" (unpublished Master's field report, Drake University, Des Moines, 1954), pp. 8-9.

that additional courses and staff members would be necessary to implement the needed changes.¹

Made with the purpose of determining their degree of satisfaction with the educational program and special services of the school, Bennett studied graduates of Perry High School from 1943 through 1952. Due to the fact that he only got a 65.6 per cent return of his questionnaire, there may be some bias in the results reported, but they should be valuable anyway.² His results are (1) that 44 per cent of the graduates received all or nearly all the help they needed on vocational problems; (2) that 47 per cent received all or nearly all of the help needed in making good use of educational opportunities; (3) that only 26 per cent received all the help needed with personal problems; (4) that 60 per cent received all of the help needed in personality development; (5) that 64 per cent received all of the help needed in civic affairs; (6) that 45 per cent received all of the help needed in good use of leisure; (7) that 40 per cent received all of the help needed in financial management; (8) that only 25 per cent received all of the

¹Ibid., pp. 44-45.

²Charles D. Bennett, "An Evaluation of Selected Areas of the Perry, Iowa High School Program by a Follow-Up Study of the Graduates of the Years 1943-1952" (unpublished Master's field report, Drake University, Des Moines, 1953), pp. 2-4.

help needed preparing for marriage; and (9) that 60 per cent received all the help needed in learning good health habits.¹

By making a study of the graduates of Stuart, Iowa High School from 1944 through 1953, Weidmaier evaluated the effectiveness of their preparation in six main areas related to every-day living. These six areas were earning a living, making effective use of educational opportunities, developing effective personalities, wise use of leisure time, taking effective part in civic affairs, and managing personal affairs wisely.² His return of 73.2 per cent may make the findings slightly biased, but even so some obvious conclusions can be drawn. The author concluded that only the "Earning a Living" and "Developing an Effective Personality" areas were being handled satisfactorily. Of the other four areas, an average of only 31 per cent of the subjects thought they received all or nearly all of the help they needed.³

In an attempt to evaluate the opinions of former students, Wrastler studied 618 graduates and dropouts from 1925 to 1940 from a small high school in Indiana. He got a

¹Ibid., pp. 56-57.

²Vernon C. Weidmaier, "Curriculum Evaluation of Selected Areas of the Stuart, Iowa Public High School by Graduates from 1944-1953" (unpublished Master's field report, Drake University, Des Moines, 1954), pp. 1-3.

³Ibid., p. 52.

return of 67 per cent, with a higher percentage of graduates than dropouts reporting and a higher percentage of girls than boys. He found that boys tended to believe math was their most useful subject while girls listed English. On the whole, the results indicated a very favorable opinion of the school on the part of the subjects.¹

A study of 482 1940 graduates of Woodrow Wilson High School in Washington, D. C. was made to determine several things. A return of 64.9 per cent was achieved, which was well-distributed according to sex and academic standing. While there were many results and conclusions of the study, the ones with most value to the study at hand are that the former students believed the guidance structure was inadequate, that courses in home economics and family life should be improved and opened to boys as well as girls, that students should be made to work harder, and the school should show the students good study techniques.²

Wayland reported on a follow-up study of 452 graduates of a Michigan high school from the classes of 1936, 1941, 1942, 1945, and 1946 with a return of 35 per cent. While he does not report the major findings of the study, he does

¹A. R. Wrastler, "Long-Term Follow-Up of School Leavers," Occupations, XX (January, 1948), pp. 284-88.

²Celia Oppenheimer, "Ten-Year Follow-Up of the Class of 1940," The Bulletin of the National Association of Secondary-School Principals, XXXVII (March, 1953), pp. 77-80.

list some of the changes made in the school as a result of the findings. Among these changes are the revision of the English program, addition of four teachers to the staff and eight subjects to the curriculum, a counseling program was started, and supervised work experiences were made available to senior commercial students.¹ This shows how vital such a study can be and how its results can be applied to a particular situation.

Ledvina, in his study of three classes of graduates from a high school in Wisconsin, investigated the current and future job choices of the subjects, their military status, schools attended, and satisfaction with their high school curriculum. He was very insistent on getting a complete return and finally did achieve his goal. The major implication his study had on the curriculum of the school was that there should be more emphasis on vocational and educational guidance, with 75 per cent of the graduates voicing this opinion.² His findings also emphasized the value of interviewing all graduates remaining in the

¹Henry A. Wayland, "A Follow-Up Study of Students in Six Graduating Classes," Journal of Educational Research, XXXI (February, 1948), p. 478.

²L. M. Ledvina, "A 100 Per Cent Follow-Up," The Personnel and Guidance Journal, XXXIII (October, 1954), pp. 90-92.

community due to the fact that they tended to come from the lower one-third of the graduating classes and tended not to respond to a mailed questionnaire.¹

The Curriculum Conference of Seattle High Schools wanted to know how well its curriculum had served its former students. To study the question, a panel of former students was organized with an attempt to achieve a cross-sectional view of the population studied. The panel consisted of: (1) a girl graduate in business, (2) a girl attending college, (3) a boy who had quit school for vocational training, (4) a girl graduate who had married, (5) a boy attending college, (6) a boy graduate in industry, and (7) a boy serving in the armed forces. The idea this panel stressed most was that the schools should place increased emphasis on the crafts and culture of homemaking in practical classes for all boys and girls. Other recommendations of the panel were that students should be encouraged to study more, should learn the communications skills better, should study more current events, and that all students should take typing. Panel members thought the school should make more effort to discover individual capabilities and should give the students some ideals to guide

¹Ibid., p. 91.

their living.¹

The major limitation of this study was the very limited sample of former students investigated. Some valuable information was obtained, but with a larger sample of the population, more definite trends could have been established which would have increased the value of the study.

In a study reported by Wedemeyer, the Racine Extension Center of the University of Wisconsin conducted a survey of the student body to determine attitudes toward the educational program. Some recommendations of the students for improving the program included letting the students know at the first of the course exactly what was expected of them, have more quizzes so the students would know how they stood, and have the faculty participate more in social functions. It was also recommended that participation in the advisory program be made compulsory and that instructors should know more about the school system as a whole.² While this study was made at the college level and with students still in school, it gave an idea of the type of suggestions that could be expected in an opinion survey.

To determine the strong and weak points of the curriculum and counseling of East Bakersfield, California

¹Reed Fulton, "Our Consumers of Education Speak Their Minds," Clearing House, XXVII (September, 1952), p. 42.

²Wedemeyer, op. cit., pp. 434-43.

High School, a study was made of the opinions of the graduating classes of 1947, 1948, and 1949. Among the conclusions reached as a result of this survey was that the counseling program was meeting the needs of the graduates, but that more intensive vocational counseling should be given in the first two years in high school to enable the students to plan their schedules to include those classes of most use and value to them. The curriculum seemed to be flexible enough to meet the needs of all the students; although the vocational subjects were considered of value, the academic studies were rated as being of more value. Although English and mathematics were named most often as being the most valuable courses taken, more suggestions for improvement were made with respect to them than any other courses. The results indicated that the social science courses were too abstract and would be worth more to the students if they centered around life experiences. The health and hygiene courses needed modification in content and approach.¹

Johnson reported on an evaluation of Chicago high schools in which 30,179 questionnaires were sent to recent graduates. Replies were received from 12,425 who told what assistance they obtained in high school for getting along

¹Miriam B. Gurr, "A Continuing Follow-Up Study," California Journal of Secondary Education, XXVI (May, 1951), pp. 302-5.

with people, getting and keeping jobs, and for success in schools they attended after high school. Approximately 63 per cent of those responding indicated they had received social assistance in high school, 54 per cent reported vocational assistance, and 41 per cent said they had received academic help.

Specific courses listed as being the most help in getting and holding jobs were machine shop, stenography, typing, and electricity. The vocational guidance of the schools did not seem to be of much assistance, since many students reported taking the first job offered to them. Offerings reported as being of value for their culture and social aspects were those involving class discussions, social programs, participation in student councils and other personal service groups, and other club activities. The extra-curricular activities were listed as being helpful in the development of leadership qualities.¹

The major criticism of this survey was that the percentage of return was too low to allow valid conclusions to be drawn. In their study of sampling problems, Rothney and Mooren have concluded that unless a return of near 100 per cent is achieved, the results of a survey will be too

¹William H. Johnson, "Graduates Evaluate Their High-School Education," The School Review, LI (September, 1943), pp. 408-11.

biased to be valid. This bias is due to the fact that there are major differences between those who return a mailed questionnaire and those who don't.¹

As a part of the Regents' Inquiry Into the Character and Cost of Public Education in the State of New York, Ruth Eckert has evaluated the contributions made by the schools to former students. She pointed out that many characteristics of former pupils are due to environmental factors other than schools, but that some may be singled out as a result of school influences. For example, the academic offerings of New York appeared to be adequate--the good students were stimulated to attend advanced schools. The college preparatory students were better known to school faculties than are the vocational students, and their post-school careers were also more closely followed.

The major criticism levied against these schools in New York was that the graduates were poorly trained to make adequate work and social adjustments. The vocational counseling was criticized for the students' lack of orientation to adult responsibilities. The schools also were found to give too little attention to individual differences among the students. A third weakness found in the schools was

¹John M. W. Rothney and Robert L. Mooren, "Sampling Problems in Follow-Up Research," Occupations, XXX (May, 1952), pp. 573-78.

their lack of knowledge about their students.¹

Willburn Ball reported on a follow-up of all high school freshmen in the state of Utah for the years 1936, 1946, and 1948. Each school in the state was responsible for the follow-up of its own students, and sixty-six out of seventy-five high schools in the state cooperated. The results of the study were not given, but the author reported that it showed what the former students thought of the schools.²

Although the actual results of the study were not given, it was considered valuable in that it demonstrated a new approach to follow-up studies--the studies were conducted by local schools under the direction of the state school office. This method not only gave implications for each individual school, but the results could be consolidated to give an evaluation of the education available in the entire state.

In 1938, Bell obtained information and attitudes of more than thirteen thousand youths in the state of Maryland. Some of the most important findings of his survey were

¹Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School (The Regents' Inquiry. New York: McGraw-Hill Book Company, Inc., 1938), pp. 186-90.

²Willburn N. Ball, "What Is An Effective Follow-Up Program for High-School Leavers?" National Association of Secondary-School Principals Bulletin, XXXIX (April, 1955), pp. 335-37.

pertinent to the problem of evaluating school curricula. It was found that almost all of the vocational advice received by the former students had been obtained from the school. Over 70 per cent of those who received guidance from the schools thought it was helpful, but only 23 per cent had actually received such assistance. Thus, only about sixteen out of every hundred received helpful vocational guidance from the schools. In regard to the economic value of the schooling received, 88 per cent of the students who had gone through college considered their schooling of considerable or great economic value, while only 36 per cent of those who left school after eighth grade considered it that important.

The great majority considered their schooling of cultural value to them, said it had made their lives richer and more pleasant. It was the opinion of 75 per cent of those studied that sex education should be taught in the schools, 20 per cent were opposed to it, and the remaining 5 per cent had no opinion on the subject.¹

¹Howard M. Bell, Youth Tell Their Story (Washington, D. C.: American Council on Education, 1938), pp. 72-91.

CHAPTER III

REPORT OF THE STUDY

There was a total of 225 graduates of Indianola High School in the classes of 1946, 1948, and 1950. Of these, two had since died and eight others were eliminated from the study due to not having attended for at least two years, leaving a group of 215 subjects. These included eighty-four from the class of 1946, seventy-eight from the class of 1948, and fifty-three from the class of 1950. The group was composed of 103 boys and 112 girls.

Response from the follow-up was fairly uniform, with 89 per cent from the class of 1946, 90 per cent from the class of 1948, and 83 per cent from the class of 1950--giving an over-all return of 87 per cent. The higher return from the classes of 1946 and 1948 was attributed by the author to the fact that he was a member of the class of 1948 and fairly well known to the class of 1946, but did not know several of the 1950 graduates. There was a return of 91 per cent of the girls and 83 per cent of the boys--a tendency which was anticipated through study of some of the reports summarized in Chapter II.

There was no attempt made to analyze the returns to see if a cross section of the subjects had responded. Due to the fact that all questions but three were completely

analyzed with respect to sex, class rank, activity rank, curriculum, and present occupation, it was felt that there would be no over-all bias.

Responses to three questions were analyzed only by sex, the replies being so varied and numerous it did not appear practical to break them down any further. All of the rest were completely analyzed according to sex, class rank, activity rank, curriculum, and present occupation. All percentages given have been computed to the nearest whole per cent. Statements taken from the subjects' reactions are given verbatim with no changes in spelling or grammar.

As shown by Table I, 39 per cent of the subjects thought they received all or nearly all the help they needed in choosing appropriate subjects, courses, and activities, and 20 per cent thought they received little or none of the help they needed. There was little difference in the responses of males and females, although a slightly higher percentage of females thought they got all the help they needed. This tendency for more females to report receiving all the help they needed will be noticed throughout most of the rest of this chapter.

Of the persons in the top quarter of their class, 47 per cent thought they received all of the help needed, but only 24 per cent of the lower quarter believed they did.

TABLE I

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN CHOOSING APPROPRIATE SUBJECTS, COURSES, AND ACTIVITIES IN HIGH SCHOOL?" BY 187 1946, 1948, AND 1950 INDIANOLA, IOWA HIGH SCHOOL GRADUATES

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	73	39	76	41	38	20
By Sex						
Male	30	35	37	44	18	21
Female	43	42	39	38	20	20
By Class Rank						
Upper 25 per cent	24	47	19	37	8	16
Middle 50 per cent	40	40	39	39	20	20
Lower 25 per cent	9	24	18	49	10	27
By Activity Rank						
Upper 25 per cent	21	41	21	41	9	18
Middle 50 per cent	35	39	37	41	19	21
Lower 25 per cent	17	38	18	40	10	22
By Curriculum						
College prep	17	46	16	43	4	11
Commercial	22	49	17	38	6	13
General	30	32	41	44	22	24
Vocational	4	33	2	17	6	50
By Occupation						
Agriculture	9	69	2	15	2	15
Clerical and sales	12	34	16	46	7	20
Housewife	27	40	27	40	14	21
Trades and crafts	10	34	14	48	5	17
Professional	15	36	17	40	10	24

There was very little difference of opinion between the groups when compared according to activity rank. Nearly half of the persons who pursued college prep or commercial courses thought they received all of the help they needed, but only one-third of the general and vocational students thought so, and 50 per cent of the vocational students thought they received little or none of the help they needed. When analyzed according to the occupation now engaged in, the only major departure from the average response was by those in agriculture. Over two-thirds of them thought they got all of the help they needed.

In comments made at the end of the questionnaire, the subjects voiced frequent belief that more help should be given students in mapping out appropriate courses of study. Typical is the comment of one girl:

I believe students choice of subjects should be supervised more closely in terms of what their plans are after graduating We are inclined to take only things which interest us a great deal at the time, never realizing that those things we are skipping may be needed later.

Opinion on the amount of help received in determining vocational aptitudes and interests is presented in Table II. As a whole, only 28 per cent thought they got all the help they needed, while 26 per cent thought they got little or none. Men were more critical than women of the help they received, with only 20 per cent responding that they got all they needed and 32 per cent saying they got little or

TABLE II

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN
DETERMINING YOUR VOCATIONAL APTITUDES AND INTERESTS?"

BY 187 1946, 1948, and 1950 INDIANOLA,
IOWA HIGH SCHOOL GRADUATES

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	53	28	85	45	49	26
By Sex						
Male	17	20	41	48	27	32
Female	36	35	44	43	22	22
By Class Rank						
Upper 25 per cent	18	35	23	45	10	20
Middle 50 per cent	29	29	41	41	29	29
Lower 25 per cent	6	16	21	57	10	27
By Activity Rank						
Upper 25 per cent	14	27	25	49	12	24
Middle 50 per cent	29	32	41	45	21	23
Lower 25 per cent	10	22	19	42	16	36
By Curriculum						
College prep	12	32	19	51	6	16
Commercial	18	40	15	33	12	27
General	19	20	46	49	28	30
Vocational	4	33	5	42	3	25
By Occupation						
Agriculture	4	31	6	46	3	23
Clerical and sales	8	23	17	47	10	29
Housewife	25	37	29	43	14	21
Trades and crafts	8	28	13	45	8	28
Professional	8	19	20	48	14	33

none. There seemed to be a positive correlation between class rank and opinion, with 35 per cent of the better and 16 per cent of the poorer students reporting receiving all the help needed. There was also a tendency for persons with a low activity rank to report receiving little or none of the help needed more often than those with a higher rank.

The commercial students apparently got more help than others in this area, with 40 per cent reporting that they got all of the help they needed. Only 20 per cent of the students who took a general program thought they got all of the help they needed. There were not any very great differences in opinion between the occupational classifications, although only 19 per cent of those in professional work thought they got all they needed. This could be because of the additional specialized aptitudes and interests needed in some professional jobs.

This area was the subject of perhaps as much or more comment than any other, with the subjects almost unanimous in their belief that more help should be given than they received. A few of the comments are given below.

As it was when I was in high school, a student more or less had to make his decision as to what vocation he was to follow just from determining which courses he "liked" best in high school. At that age, I don't believe any boy or girl is fully qualified to make that decision alone, and may make the wrong choice when he enters college.

I spent $3\frac{1}{2}$ of my high school years studying vocational agriculture and only the last half of my senior year

thinking of architecture I cannot blame the school entirely for this unfortunate situation, however I will say that a more progressive guidance program could have changed the situation entirely.

When I was in high school I never remember any interest shown by the faculty in what I would do after school except a preference test. Perhaps a counseling system is needed. At any rate--it took me 8 years to become prepared for teaching--whereas, if I had been guided better, perhaps I would have known sooner that I wanted to teach.

I was wholly undecided as to my career after graduation. I received mechanics training while in the Marine Corps. Other than needing more vocational guidance I think Indianola has a fine school system.

It would be a great help for the student if he knew what vocation he wanted to follow before he entered college instead of "drifting" through college for several years before making up his mind.

The amount of vocational information received by Indianola High School graduates is indicated in Table III. Response was varied, but an average of only 22 per cent thought they received all of the information they needed and 37 per cent indicated that they received little or none. The figures for the men are even more critical--14 per cent saying they got all and 48 per cent saying they got little or none of the information needed. Students in the upper quarter of their class were more favorable in their reaction than were students in the lower quarter. Twenty-seven per cent of the former reported receiving all the help needed as compared to only 11 per cent of the latter. The same tendency was reflected when the responses were analyzed according to activity rank, with 27 per cent of the upper

TABLE III

RESPONSES TO THE QUESTION, "HOW MUCH VOCATIONAL INFORMATION
... DID YOU RECEIVE IN HIGH SCHOOL?" BY 187 1946, 1948,
AND 1950 INDIANOLA, IOWA HIGH SCHOOL GRADUATES

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	42	22	78	42	67	37
By Sex						
Male	12	14	32	38	41	48
Female	30	29	46	45	26	25
By Class Rank						
Upper 25 per cent	14	27	21	41	16	31
Middle 50 per cent	24	24	40	40	35	35
Lower 25 per cent	4	11	17	46	16	43
By Activity Rank						
Upper 25 per cent	14	27	22	43	15	29
Middle 50 per cent	22	24	36	40	33	36
Lower 25 per cent	6	13	20	44	19	42
By Curriculum						
College prep	8	22	15	41	14	38
Commercial	18	40	18	40	9	20
General	12	13	42	45	39	42
Vocational	4	33	3	25	5	42
By Occupation						
Agriculture	3	23	4	31	6	46
Clerical and sales	8	23	13	37	14	40
Housewife	17	25	34	50	17	25
Trades and crafts	3	10	12	41	14	48
Professional	11	26	15	36	16	38

quarter and 13 per cent of the lower quarter expressing satisfaction with what they received.

As might be expected, commercial and vocational students reported receiving more of the information needed than did general or college prep students. Forty per cent of the commercial students reported receiving all the help needed, and an additional 40 per cent reported at least some help. Among the occupational classes, those engaged in the trades and crafts thought they got less help than did other groups. Only 10 per cent of them thought they got all of the help they needed, and 48 per cent thought they got little or none. The other occupations were fairly uniform in their responses.

The variation in response between those who took a vocational program in high school and those who are engaged in the trades and crafts would seem to indicate that they are not the same group. This might explain why the trades and crafts people got so little help--they were not in the vocational training program of the school. If true, this would seem to indicate a lack of guidance in choosing the right courses in school.

Two comments made by subjects in relation to occupational information are given below.

Guidance class our freshman year gave me a vague knowledge of the mind and a very generalized aptitude test. It was taught with no enthusiasm on the part of the instructor and instead of the help its name implies,

it was a dreaded two hours each week. I believe this course is essential, but it should offer workable knowledge to each student. There should be information available to the students on many professions to enable them to make a choice if they have not already done so. Also, information as to what further training they will need and what schools offer this.

When I was a student at Indianola H. S. there was very little if any organized guidance program, yes there was the occasional question of the teachers as to our future plans but no real material presented in the field to aid us in our selection of a future vocation or profession.

As seen in Table IV, there was wide variation in response to the amount of preparation for their vocations that the subjects received. Due to the fact that many different occupations are represented, with wide differences in preparation needed, it would not be possible for the school to give all students a complete preparation. An over-all average of 27 per cent thought they got all the help they needed and 24 per cent thought they got little or none. Only 11 per cent of the males as compared to 40 per cent of the females thought they got all that they needed, while 33 per cent of the men and 16 per cent of the women thought they got little or no help.

Students in the upper 25 per cent of the class were more satisfied than those in the lower 25 per cent. Only 18 per cent of the former reported little or no help as compared to 49 per cent of the latter. When analyzed according to activity rank, no consistent tendency was dis-

TABLE IV

RESPONSES TO THE QUESTION, "HOW MUCH PREPARATION FOR YOUR
CHOSEN VOCATION DID YOU RECEIVE IN SCHOOL?" BY 187
1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	50	27	93	50	44	24
By Sex						
Male	9	11	48	56	28	33
Female	41	40	45	44	16	16
By Class Rank						
Upper 25 per cent	18	35	24	47	9	18
Middle 50 per cent	23	23	59	60	17	17
Lower 25 per cent	9	24	10	27	18	49
By Activity Rank						
Upper 25 per cent	13	25	25	49	13	25
Middle 50 per cent	27	30	46	51	18	20
Lower 25 per cent	10	22	22	49	13	29
By Curriculum						
College prep	8	22	20	54	9	24
Commercial	28	62	15	33	2	4
General	11	12	52	56	30	32
Vocational	3	25	6	50	3	25
By Occupation						
Agriculture	2	15	10	77	1	8
Clerical and sales	13	37	13	37	9	26
Housewife	25	37	34	50	9	13
Trades and crafts	2	7	13	45	14	48
Professional	8	19	23	55	11	26

covered, with the top and bottom quarters being less satisfied than the middle half.

Wide variation in response was discovered between the different curricula. Sixty-two per cent of the commercial students reported receiving all the preparation needed and only 4 per cent reported little or none, which speaks well for the commercial department. Only 25 per cent of the vocational students reported all the preparation needed, which would seem to indicate a lack of coordination between school studies and out-of-school job choice. As might be expected, only 22 per cent of the college prep and 12 per cent of the general students received all the help they needed.

Although only 15 per cent of those now engaged in agriculture thought they got all the preparation they needed, an additional 77 per cent of them said they got at least some help. Only 7 per cent of those in the trades and crafts got all the preparation they needed while in high school, which again points out that there is a lack of vocational training or guidance or both.

One comment by a former commercial student is a good reflection of opinion of nearly all who took commercial courses.

In that I received the ultimate training offered for a business career I was enabled to go directly to a well paid, interesting, and respectable position upon graduation. And will always be able to return to work if necessary with a good background.

The amount of information the subjects received on how to get and keep a job is presented in Table V. The average of all responses showed that 31 per cent thought they got all of the information they needed and 36 per cent thought they got little or none. As was the case in nearly all questions, males reported less help than females. Twenty-four per cent of the men got all the help needed as compared to 38 per cent of the women; 46 per cent of the men and 26 per cent of the women reported little or no help. There was very little difference in response between students in the upper one-fourth and middle one-half of their class, but students in the lower one-fourth indicated less help than the others.

Analysis by activity rank did not yield any appreciable differences in opinion. Commercial and vocational students thought they got the most help, with 58 per cent of each group reporting all the help needed. College prep, with 24 per cent, and general students, with 18 per cent thought they got the least help.

Except for the fact that 54 per cent of those engaged in agriculture thought that they received little or no help, there was not too much variation in response among the occupational classifications.

Opinion on the amount of help they received in determining whether or not to go on to college or trade school is analyzed in Table VI. It shows that 37 per cent

TABLE V

RESPONSES TO THE QUESTION, "HOW MUCH INFORMATION DID YOU
RECEIVE ON HOW TO GET AND KEEP A JOB?" BY 185
1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	58	31	61	33	66	36
By Sex						
Male	20	24	25	30	39	46
Female	38	38	36	36	27	26
By Class Rank						
Upper 25 per cent	18	35	17	33	16	31
Middle 50 per cent	34	35	29	30	34	35
Lower 25 per cent	6	16	15	41	16	43
By Activity Rank						
Upper 25 per cent	15	29	17	33	19	37
Middle 50 per cent	28	31	31	35	30	34
Lower 25 per cent	15	33	13	29	17	38
By Curriculum						
College prep	9	24	11	30	17	46
Commercial	26	58	12	27	7	16
General	16	18	37	41	38	42
Vocational	7	58	1	8	4	33
By Occupation						
Agriculture	5	38	1	8	7	54
Clerical and sales	8	24	14	41	12	35
Housewife	26	38	25	37	17	25
Trades and crafts	9	32	7	25	12	43
Professional	10	24	14	33	18	43

TABLE VI

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
DECIDING WHETHER OR NOT TO GO ON TO COLLEGE OR TRADE
SCHOOL AFTER GRADUATION?" BY 187 1946, 1948, AND
1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	70	37	62	33	55	29
By Sex						
Male	27	32	30	35	28	33
Female	43	42	32	31	27	26
By Class Rank						
Upper 25 per cent	29	57	9	18	13	25
Middle 50 per cent	35	35	35	35	29	29
Lower 25 per cent	6	16	18	49	13	35
By Activity Rank						
Upper 25 per cent	24	47	16	31	11	22
Middle 50 per cent	34	37	29	32	28	31
Lower 25 per cent	12	27	17	38	16	36
By Curriculum						
College prep	20	54	14	38	3	8
Commercial	20	44	12	27	13	29
General	25	27	31	33	37	40
Vocational	5	42	5	42	2	17
By Occupation						
Agriculture	5	38	2	15	6	46
Clerical and sales	9	26	16	46	10	29
Housewife	29	43	18	26	21	31
Trades and crafts	11	38	12	41	6	21
Professional	16	38	14	33	12	29

of the subjects got all the help they needed on this problem and an additional 33 per cent got some help, although not enough. Of the men, 32 per cent thought they got all the help needed, compared to 42 per cent of the women. The analysis by class rank reveals that the better students apparently get much more help in deciding future educational plans than do the poorer students. Fifty-seven per cent of the former and only 16 per cent of the latter reported receiving all of the help they needed. The same tendency is evident to a lesser extent when studied by activity rank.

Of the college prep students, 54 per cent reported receiving all of the help needed and only 8 per cent reported little or none. This is in contrast to the general students--27 per cent of them reported receiving all the help needed and 40 per cent reported receiving none. Response was fairly uniform when analyzed by occupation, ranging from 43 per cent of the housewives reporting receiving all the help they needed to 26 per cent of those in clerical and sales answering the same.

The indications are that the better students and those in a college prep curriculum receive much more help with their future educational plans than do poorer students. One girl, who was in the lower 25 per cent of her class and took a general course, wrote:

I didn't go to college but I feel that if I had a little more pressure upon the matter in high school I would have.

Opinion was more favorable in regard to the amount of information received about good health habits, as shown by Table VII. Sixty-four per cent of the subjects thought they got all they needed and only 7 per cent thought they got little or none. Girls reported receiving more help than boys, with 72 per cent of the former and only 55 per cent of the latter reporting all the help they needed. This difference in favor of the girls could be the result of their home nursing and home economics classes.

There was little or no relation between opinion expressed and class rank; the same was true with activity rank. The subjects that took a vocational curriculum reported receiving less help than did other subjects, with 58 per cent reporting all the help needed and 17 per cent reporting little or none. Opinion that they received all the help they needed ranged from 76 per cent of the housewives to 55 per cent of the trades and crafts and 52 per cent of the professionals. This reflects again to a large extent the difference between male and female responses.

On the whole, it seems that Indianola High School is doing a satisfactory job in this area, with no group of subjects reporting less than 50 per cent complete satisfaction.

Opinion was less favorable on the amount of help they got with personal appearance, manners, self-confidence,

TABLE VII

RESPONSES TO THE QUESTION, "HOW MUCH INFORMATION ABOUT GOOD
HEALTH HABITS DID YOU RECEIVE IN HIGH SCHOOL?" BY 187
1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	120	64	54	29	13	7
By Sex						
Male	47	55	32	38	6	7
Female	73	72	22	22	7	7
By Class Rank						
Upper 25 per cent	32	63	15	29	4	8
Middle 50 per cent	66	67	26	26	7	7
Lower 25 per cent	22	59	13	35	2	5
By Activity Rank						
Upper 25 per cent	34	67	16	31	1	2
Middle 50 per cent	59	65	22	24	10	11
Lower 25 per cent	27	60	16	36	2	4
By Curriculum						
College prep	24	65	10	27	3	8
Commercial	32	71	10	22	3	7
General	57	61	31	33	5	5
Vocational	7	58	3	25	2	17
By Occupation						
Agriculture	9	69	4	31	0	0
Clerical and sales	21	60	9	26	5	14
Housewife	52	76	14	21	2	3
Trades and crafts	16	55	12	41	1	3
Professional	22	52	15	36	5	12

and emotional control. In Table VIII it can be seen that only 27 per cent of the subjects thought they got all the help they needed, and an equal amount thought they got little or none. There did not appear to be any difference in opinion between men and women, according to class rank, or by activity rank. Slight differences can be noted among the various curricula, ranging from 31 per cent of the commercial to 17 per cent of the vocational believing they got all the help they needed.

Forty-six per cent of those in agriculture got all the help they needed while only 17 per cent of those in clerical and sales work did. This could be traceable to the fact that clerical and sales people are in constant contact with the public, hence would need to be much more careful about their appearance and manners than would some other occupational classes.

One girl who now lives and works in California wrote:

I would suggest more emphasis on social graces, grooming, posture, dancing, charm and courtesy. With these you can do or learn to do anything--without them even the most intelligent person misses good jobs and opportunities. When I tell people I'm from Iowa they first look to see if I have shoes on.

Opinions expressed on the amount of sound sex education received were the most unfavorable to the school of any area in the study, with results shown in Table IX. Only 17 per cent of those responding thought they got all they needed, and 66 per cent thought they got little or none.

TABLE VIII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
LEARNING TO IMPROVE YOUR PERSONAL APPEARANCE, MANNERS,
SELF-CONFIDENCE, AND EMOTIONAL CONTROL?"
BY 187 1946, 1948, AND 1950 GRADUATES
OF INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	51	27	85	45	51	27
By Sex						
Male	23	27	35	41	27	32
Female	28	27	50	49	24	24
By Class Rank						
Upper 25 per cent	13	25	23	45	15	29
Middle 50 per cent	27	27	45	45	27	27
Lower 25 per cent	11	30	17	46	9	24
By Activity Rank						
Upper 25 per cent	14	27	22	43	15	29
Middle 50 per cent	22	24	46	51	23	25
Lower 25 per cent	15	33	17	38	13	29
By Curriculum						
College prep	9	24	16	43	12	32
Commercial	14	31	22	49	9	20
General	26	28	41	44	26	28
Vocational	2	17	6	50	4	33
By Occupation						
Agriculture	6	46	3	23	4	31
Clerical and sales	6	17	20	57	9	26
Housewife	20	29	33	49	15	22
Trades and crafts	10	34	13	45	6	21
Professional	9	21	16	38	17	40

TABLE IX

RESPONSES TO THE QUESTION, "HOW MUCH INFORMATION DID YOU
RECEIVE IN REFERENCE TO SOUND SEX EDUCATION?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	31	17	32	17	124	66
By Sex						
Male	12	14	11	13	62	73
Female	19	19	21	21	62	61
By Class Rank						
Upper 25 per cent	9	18	10	20	32	63
Middle 50 per cent	17	17	16	16	66	67
Lower 25 per cent	5	14	6	16	26	70
By Activity Rank						
Upper 25 per cent	9	18	9	18	33	65
Middle 50 per cent	13	14	16	18	62	68
Lower 25 per cent	9	20	7	16	29	64
By Curriculum						
College prep	7	19	8	22	22	59
Commercial	11	24	10	22	24	53
General	12	13	12	13	69	74
Vocational	1	8	2	17	9	75
By Occupation						
Agriculture	4	31	1	8	8	62
Clerical and sales	5	14	5	14	25	71
Housewife	11	16	13	19	44	65
Trades and crafts	3	10	3	10	23	79
Professional	8	19	10	24	24	57

of the 17 per cent, some may have thought they needed none, hence would have responded that they got all they needed even if they didn't get any. Even though they had taken the home nursing course, only 19 per cent of the girls thought they got enough help, and 61 per cent reported receiving none. Boys were more critical, with 73 per cent reporting receiving little or no help.

No noticeable tendencies can be detected when studied by class rank or activity rank, but commercial students were more favorable than others, with 24 per cent reporting all and 53 per cent reporting none of the help they needed. Vocational students were least favorable, with only 8 per cent saying they got all and 75 per cent saying they got none. Opinion that they got all the help needed ranged from 10 per cent of those in trades and crafts to 31 per cent of those in agriculture.

This area of preparation has been neglected more by Indianola High School than other areas, a fact true in many schools. The small amount of information given is reflected by this comment from a former student:

I noticed there were some questions about sex education. Its either that I wasn't very receptive to what information they gave or I wasn't there that day.

Over-all response to the amount of preparation received for marriage and homemaking was also unfavorable, as shown in Table X. Nineteen per cent of all subjects reported receiving all the help they needed and 43 per cent

TABLE X

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
PREPARING YOURSELF FOR MARRIAGE AND HOMEMAKING?"
BY 184 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	35	19	70	38	79	43
By Sex						
Male	12	14	18	22	53	64
Female	23	23	52	51	26	26
By Class Rank						
Upper 25 per cent	10	20	20	41	19	39
Middle 50 per cent	19	19	38	38	42	42
Lower 25 per cent	6	17	12	33	18	50
By Activity Rank						
Upper 25 per cent	9	18	18	35	24	47
Middle 50 per cent	16	18	38	43	35	39
Lower 25 per cent	10	23	14	32	20	45
By Curriculum						
College prep	6	16	13	35	18	49
Commercial	11	24	26	58	8	18
General	15	17	28	31	47	52
Vocational	3	25	3	25	6	50
By Occupation						
Agriculture	4	31	2	15	7	54
Clerical and sales	3	9	9	26	22	65
Housewife	18	26	37	54	13	19
Trades and crafts	1	4	8	29	19	68
Professional	9	22	14	34	18	44

reported little or none. There is a great difference in the responses of men and women, with 64 per cent of the former reporting little or no help and only 26 per cent of the latter. This difference can be explained by the home economics courses available to the girls. Even with these courses, however, only 23 per cent of the girls thought they got all the help they needed.

Although slight, there was a tendency for the poorer students to be more critical of the help they received than the better students. The number of activities they engaged in while in school did not seem to affect the response in any systematic manner. Commercial students, primarily girls, were most favorable, with 82 per cent reporting all or at least some help, as compared to 48 per cent of the general students. Persons in clerical and sales or trades and crafts occupations were most unfavorable, with 9 per cent of the former and only 4 per cent of the latter reporting all the help they needed. Housewives, who would need the most help, apparently got at least some of what they needed, with only 19 per cent saying they got little or none of the preparation needed.

Although the school has a fairly good program of preparation for the girls, little or nothing has been done in preparing boys for marriage and homemaking, if the data presented here represent a valid picture.

Table XI presents the opinions of the subjects as to the amount of information they received on child care. Over half of them, 55 per cent, thought they received little or none of the help they needed. Even after taking home nursing and home economics, only 21 per cent of the girls thought they got all the help needed, and 36 per cent reported little or none. This is in comparison to 15 per cent of the boys reporting all and 79 per cent reporting none.

There was a positive correlation between class rank and opinion expressed, with 24 per cent of the good students, 19 per cent of the average, and 8 per cent of the poor expressing the belief that they got all the help needed; 46 per cent of the good, 56 per cent of the average, and 64 per cent of the poor students thought they got little or none of the help needed. One explanation for this trend could be that more of the better students have gone on to other schools; have delayed getting married, and hence have not needed any child care information yet. Another investigation of this sort in another five or ten years would determine if this supposition is true or not, because by that time they would have started their families. To a lesser extent, the same correlation is noted between opinion and activity rank, with a possible explanation again being that the most active students may have gone on to school and

TABLE XI

RESPONSES TO THE QUESTION, "HOW MUCH INFORMATION DID YOU
RECEIVE IN REGARD TO CHILD CARE?" BY 182
1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	33	18	49	27	100	55
By Sex						
Male	12	15	5	6	63	79
Female	21	21	44	43	37	36
By Class Rank						
Upper 25 per cent	12	24	15	30	23	46
Middle 50 per cent	18	19	24	25	54	56
Lower 25 per cent	3	8	10	28	23	64
By Activity Rank						
Upper 25 per cent	10	20	18	36	22	44
Middle 50 per cent	16	18	23	26	49	56
Lower 25 per cent	7	16	8	18	29	66
By Curriculum						
College prep	9	25	11	31	16	44
Commercial	8	18	17	38	20	44
General	14	16	19	21	56	63
Vocational	2	17	2	17	8	67
By Occupation						
Agriculture	2	15	0	0	11	85
Clerical and sales	6	18	7	21	21	62
Housewife	13	19	28	41	27	40
Trades and crafts	3	10	4	14	22	76
Professional	9	24	10	26	19	50

are behind the other groups as far as families are concerned.

Comparison of opinion expressed with high school curriculum and present occupation does not reveal too much except that college prep students and those in professional occupations express more satisfaction with their help than do the other groups. This, too, may be explained as above. Eighty-five per cent of those in agriculture and 76 per cent in the trades and crafts thought they got little or no help in this area.

An average of only 20 per cent of the subjects thought they got enough help in learning to buy wisely, as is shown in Table XII, while 32 per cent thought they got little or none. Although the difference is slight, this is one of the few areas in which the men were more satisfied than the women. Twenty-seven per cent of the men thought they got little or no help as compared to 36 per cent of the women. There was a very slight tendency for the better students and the ones most active to rate the school higher than the poorer and less active students.

When compared according to curriculum there was a slightly larger percentage of commercial students expressing the belief that they got all the help needed. People engaged in trades and crafts or clerical and sales thought they got less help than did the other occupational groupings. Those in agriculture were the most satisfied, with

TABLE XII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN
LEARNING TO BUY WISELY, 'GET THE MOST FOR YOUR MONEY'?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	Number	Per Cent	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
			Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	38	20	89	48	60	32		
By Sex								
Male	17	20	45	53	23	27		
Female	21	21	44	43	37	36		
By Class Rank								
Upper 25 per cent	11	22	20	39	20	39		
Middle 50 per cent	21	21	50	51	28	28		
Lower 25 per cent	6	16	19	51	12	32		
By Activity Rank								
Upper 25 per cent	11	22	21	41	19	37		
Middle 50 per cent	19	21	47	52	25	27		
Lower 25 per cent	8	18	21	47	16	36		
By Curriculum								
College prep	7	19	18	49	12	32		
Commercial	11	24	18	40	16	36		
General	18	19	46	49	29	31		
Vocational	2	17	7	58	3	25		
By Occupation								
Agriculture	4	31	7	54	2	15		
Clerical and sales	6	17	18	51	11	31		
Housewife	15	22	27	40	26	38		
Trades and crafts	4	14	17	59	8	28		
Professional	9	21	20	48	13	31		

31 per cent saying they got all the help they needed and only 15 per cent reporting little or no help. Despite the minor variations in opinion, there was almost universal agreement that more former students got little or no help in learning to buy wisely than got all the help they needed.

The amount of help the subjects got in learning to manage their financial affairs is shown in Table XIII. Of all those responding, only 12 per cent thought they got all the help they needed, and 44 per cent thought they got little or none. There was very little variation in response between men and women. For some reason, persons in the middle half of their class thought they got more help than did the persons in either the top or bottom quarters. The same tendency appeared when the responses were analyzed by activity rank. These differences are small, however, and may result from having too small a group of subjects.

Commercial students were more satisfied than other groups, with 18 per cent believing they got all the help needed, and only 29 per cent believing they got little or none. Although the difference was not large, fewer of the subjects in trades and crafts occupations thought they got all the help they needed, with only 3 per cent saying so as compared with 41 per cent who thought they got little or none.

Once again, this is an area where the school could make improvements, with nearly half of all the groups

TABLE XIII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
LEARNING TO MANAGE YOUR FINANCIAL AFFAIRS . . . WISELY?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	22	12	82	44	83	44
By Sex						
Male	9	11	39	46	37	44
Female	13	13	43	42	46	45
By Class Rank						
Upper 25 per cent	5	10	19	37	27	53
Middle 50 per cent	16	16	43	43	40	40
Lower 25 per cent	1	3	20	54	16	43
By Activity Rank						
Upper 25 per cent	5	10	20	39	26	51
Middle 50 per cent	14	15	38	42	39	43
Lower 25 per cent	3	7	24	53	18	40
By Curriculum						
College prep	4	11	11	30	22	59
Commercial	8	18	24	53	13	29
General	9	10	42	45	42	45
Vocational	1	8	5	42	6	50
By Occupation						
Agriculture	2	15	4	31	7	54
Clerical and sales	3	9	16	46	16	46
Housewife	11	16	29	43	28	41
Trades and crafts	1	3	16	55	12	41
Professional	5	12	17	40	20	48

analyzed reporting getting little or none of the help they needed while in high school.

As shown by Table XIV, Indianola graduates were fairly well satisfied with the help they got in using their leisure time. Thirty-six per cent thought they got all the help they needed, and an additional 43 per cent reported at least some help. Girls reported receiving slightly more of the help they needed than the boys, and there was a tendency for the better students to be less satisfied than the poorer students. Thirty-three per cent of the former and 41 per cent of the latter reported all the help they needed.

Students who engaged in many activities while in school thought they got more help with leisure time activities than did students who participated in few. This indicates the value of extra-class activities--their usefulness carries over beyond the school years. Analysis by curriculum and occupation did not reveal any major differences, although it did show that college prep students and housewives thought they got more of the help they needed than other groups. Only 8 per cent of the vocational students reported little or no help.

Nearly one-half of the subjects thought they got all the help learning to participate in political processes that they needed, and only 8 per cent thought they got little or none. Analysis of the data, presented in Table XV, reveals that 46 per cent of the men reported receiving all

TABLE XIV

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
LEARNING TO USE YOUR LEISURE TIME WISELY . . . ?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	67	36	80	43	40	21
By Sex						
Male	28	33	38	45	19	22
Female	39	38	42	41	21	21
By Class Rank						
Upper 25 per cent	17	33	23	45	11	22
Middle 50 per cent	35	35	43	43	21	21
Lower 25 per cent	15	41	14	38	8	22
By Activity Rank						
Upper 25 per cent	21	41	22	43	8	16
Middle 50 per cent	33	36	38	42	20	22
Lower 25 per cent	13	29	20	44	12	27
By Curriculum						
College prep	15	41	14	38	8	22
Commercial	17	38	18	40	10	22
General	30	32	42	45	21	23
Vocational	5	42	6	50	1	8
By Occupation						
Agriculture	4	31	6	46	3	23
Clerical and sales	13	37	12	34	10	29
Housewife	31	46	25	37	12	18
Trades and crafts	8	28	18	62	3	10
Professional	11	26	19	45	12	29

TABLE XV

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN
LEARNING TO PARTICIPATE IN POLITICAL PROCESSES . . . ?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	92	49	80	43	15	8
By Sex						
Male	39	46	38	45	8	9
Female	53	52	42	41	7	7
By Class Rank						
Upper 25 per cent	27	53	20	39	4	8
Middle 50 per cent	52	53	39	39	8	8
Lower 25 per cent	13	35	21	57	3	8
By Activity Rank						
Upper 25 per cent	30	59	18	35	3	6
Middle 50 per cent	49	54	33	36	9	10
Lower 25 per cent	13	29	29	64	3	7
By Curriculum						
College prep	19	51	16	43	2	5
Commercial	25	56	18	40	2	4
General	40	43	44	47	9	10
Vocational	8	67	2	17	2	17
By Occupation						
Agriculture	6	46	6	46	1	8
Clerical and sales	16	46	15	43	4	11
Housewife	36	53	27	40	5	7
Trades and crafts	13	45	15	52	1	3
Professional	21	50	17	40	4	10

the help needed as compared to 52 per cent of the women. Students who were average or above in scholastic rank reported considerably more help than the poorer students did. Fifty-three per cent of the former and only 35 per cent of the latter said they got all the help they needed. Participation in extra-curricular activities seems to be an important factor in education for political processes. Of the more active students, 59 per cent thought they got all the help they needed, while only 29 per cent of the less-active thought so.

Reaction ranged from 43 per cent of the general students to 67 per cent of the commercial students who thought they got all the help they needed. Responses were not significantly different between the occupational groups studied.

It seems that the school is presenting the students with quite a bit of the political information they need, but perhaps it is presented in such a manner that the poorer students do not acquire all they need. Due to the fact that students active in extra-curricular activities report more help than those relatively inactive, student participation should be recognized as being important in this area. Also, one girl suggested the emphasis in government class should be shifted from national to local. As she said:

We while in high school are not always sure of what field we will follow as far as a career is concerned but we certainly are all going to be residents of a county government. . . . I believe we need to know the duties of the County Officers as much if not more than we do the Federal Government.

The amount of help the subjects received in understanding social and economic problems is summarized in Table XVI. Forty-one per cent thought they got all the help they needed in this area, and only 9 per cent thought they got little or none. Once again, the female response was more favorable to the school, with 45 per cent reporting all the help needed. Class rank was an important factor in determining the response. Of those in the upper part of the class, 55 per cent thought they got all of the needed help, but only 19 per cent of the poorer students thought they did. The same tendency, to a lesser extent, was revealed when analyzed by activity rank.

Fifty-eight per cent of the vocational students thought they got all the help on social and economic problems that they needed; other responses ranged down to 32 per cent of the general students. With the exception of housewives, 46 per cent of whom were satisfied with the help they got, there was little difference in the responses of the various occupational groups.

Table XVII reports the responses of the subjects on the amount of help they received in learning to live with minority groups. Of all those responding, 48 per cent

TABLE XVI

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN UNDERSTANDING THE VITAL SOCIAL AND ECONOMIC PROBLEMS . . . ?" BY 187 1946, 1948, AND 1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	76	41	94	50	17	9
By Sex						
Male	30	35	47	55	8	9
Female	46	45	47	46	9	9
By Class Rank						
Upper 25 per cent	28	55	17	33	6	12
Middle 50 per cent	41	41	51	52	7	7
Lower 25 per cent	7	19	26	70	4	11
By Activity Rank						
Upper 25 per cent	23	45	21	41	7	14
Middle 50 per cent	39	43	42	46	10	11
Lower 25 per cent	14	31	31	69	0	0
By Curriculum						
College prep	18	49	14	38	5	14
Commercial	21	47	21	47	3	7
General	30	32	54	58	9	10
Vocational	7	58	5	42	0	0
By Occupation						
Agriculture	5	38	8	62	0	0
Clerical and sales	12	34	19	54	4	11
Housewife	31	46	31	46	6	9
Trades and crafts	11	38	16	55	2	7
Professional	17	40	20	48	5	12

TABLE XVII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE TO
HELP YOU LIVE HARMONIOUSLY WITH MINORITY RACE AND RELIGIOUS
GROUPS?" BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	90	48	69	37	28	15
By Sex						
Male	38	45	35	41	12	14
Female	52	51	34	33	16	16
By Class Rank						
Upper 25 per cent	31	61	13	25	7	14
Middle 50 per cent	48	48	39	39	12	12
Lower 25 per cent	11	30	17	46	9	24
By Activity Rank						
Upper 25 per cent	28	55	16	31	7	14
Middle 50 per cent	46	51	31	34	14	15
Lower 25 per cent	16	36	22	49	7	16
By Curriculum						
College prep	20	54	8	22	9	24
Commercial	21	47	21	47	3	7
General	40	43	37	40	16	17
Vocational	9	75	3	25	0	0
By Occupation						
Agriculture	7	54	5	38	1	8
Clerical and sales	18	51	13	37	4	11
Housewife	34	50	23	34	11	16
Trades and crafts	14	48	9	31	6	21
Professional	17	40	19	45	6	14

thought they received all the help they needed and only 15 per cent reported little or no help. A slightly larger percentage of females than males reported receiving all needed help, and more than twice as many good students as poor students thought they got all necessary help. Once again, the more-active students were more favorable than the less active.

Vocational students were most favorable, with 75 per cent reporting all the help needed and none reporting no help. There was little systematic difference in response between the occupational groups.

One reason for this favorable reaction in regard to help in living with minority groups could be that Indianola has a very homogenous population, with the only non-whites being a few students attending Simpson College. Thus, there really is no problem for those who have stayed in the community. One boy who has moved to Des Moines, however, feels a need for help in living with minority groups. He wrote:

Students should get more education on racial issues & problems. In a small town such as Indianola the students do not come in contact or have much contact with the minority groups. Since I have graduated and been in the army and moved to Des Moines I have a few problems along that line and since my children will probably have to go to school and live near and be around the minority group I would think it would be a good idea to give more students some course about this thing.

Table XVIII reveals that 63 per cent of the subjects thought they got all or almost all of the help in learning to solve their every-day math problems that they needed. Only 10 per cent thought they got little or no help in this area. This was one of the few areas in which the males were more satisfied than females, although the difference was slight. The only significant difference in response was revealed in the analysis by class rank. Of the better students, 76 per cent thought they got all the help they needed, as compared to 65 per cent of the average students and only 38 per cent of the poorer students. One explanation for this could be that the poorer students may have not taken as many mathematics courses while they were in school.

Analysis by the other factors of activity rank, curriculum, and occupation revealed little significant difference of opinion. One boy who had gone on to college and taken scientific work commented on the need for math in his work.

Mathematics in high school was needed to give one a sound background for more advanced work in college. My everyday work requires that one be able to solve mathematical problems rapidly and accurately.

When asked the amount of help they received in learning to read rapidly and well, 57 per cent replied that they got all the help they needed and only 11 per cent said that they got little or none. A complete analysis, present-

TABLE XVIII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
LEARNING TO SOLVE EVERY-DAY MATH PROBLEMS?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	117	63	51	27	19	10
By Sex						
Male	55	65	26	31	4	5
Female	62	61	25	25	15	15
By Class Rank						
Upper 25 per cent	39	76	7	14	5	10
Middle 50 per cent	64	65	27	27	8	8
Lower 25 per cent	14	38	17	46	6	16
By Activity Rank						
Upper 25 per cent	33	65	13	25	5	10
Middle 50 per cent	56	62	25	27	10	11
Lower 25 per cent	28	62	13	29	4	9
By Curriculum						
College prep	23	62	10	27	4	11
Commercial	31	69	8	18	6	13
General	56	60	29	31	8	9
Vocational	7	58	4	33	1	8
By Occupation						
Agriculture	9	69	3	23	1	8
Clerical and sales	22	63	12	34	1	3
Housewife	40	59	16	24	12	18
Trades and crafts	17	59	10	34	2	7
Professional	29	69	10	24	3	7

ed in Table XIX, reveals that only 49 per cent of the men got all the help they needed as compared with 64 per cent of the women. Very little difference in opinion was revealed when the responses were compared on the basis of class rank, but comparison with activity rank shows that the average students were less satisfied than either the most active or least active students.

On the basis of curriculum, the commercial students were most satisfied, with 67 per cent expressing the belief that they got all of the help they needed, while only 33 per cent of the vocational students responded in that manner. Analysis by occupation showed that opinion ranged from 66 per cent of the clerical and sales people to 45 per cent of the professional people who were completely satisfied with the help they got. This could be partly explained on the basis that professional people had to do a great amount of reading to prepare for their jobs and need to do a lot more to keep up with new developments. One boy who has since become an engineer reflected this view when he wrote:

All graduates today whether they go on to college or not will find it is necessary to do much reading on their own in order to keep up on the technical advancement in industry, agriculture, or which ever field the graduate may enter (including homemaking, or course). It will be of great value to the graduate if he has learned in high school to sit down and read and readily understand an article. In short I think I was spoon fed too much of my high school education.

TABLE XIX

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE
IN LEARNING TO READ RAPIDLY AND WELL?" BY
187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	107	57	60	32	20	11
By Sex						
Male	42	49	34	40	9	11
Female	65	64	26	25	11	11
By Class Rank						
Upper 25 per cent	31	61	14	27	6	12
Middle 50 per cent	55	56	34	34	10	10
Lower 25 per cent	21	57	12	32	4	11
By Activity Rank						
Upper 25 per cent	33	65	12	24	6	12
Middle 50 per cent	46	51	35	39	10	11
Lower 25 per cent	28	62	13	29	4	9
By Curriculum						
College prep	21	57	7	19	9	20
Commercial	30	67	11	24	4	9
General	52	56	34	37	7	8
Vocational	4	33	8	67	0	0
By Occupation						
Agriculture	6	46	5	38	2	15
Clerical and sales	23	66	12	34	0	0
Housewife	43	63	17	25	8	12
Trades and crafts	16	55	10	34	3	10
Professional	19	45	16	38	7	17

Another graduate now attending college declared:

I would have been helped if I had had a class in reading. A poor reader doesn't get very far in college.

Table XX indicates the response as to the amount of help the subjects got in learning to write letters effectively. Fifty-three per cent of all those responding thought they got all the help they needed, and only 9 per cent thought they got little or none. Here again, female response was more favorable than male, with 63 per cent of the former being satisfied as compared with 42 per cent of the latter. The average students indicated they received less of the help that they needed than did either the good or poor students. A possible explanation could be that the poorer students have not needed as much preparation in this area for what they have done since graduation. Analysis by activity rank shows that 59 per cent of the most active students and 49 per cent of the less active students got all the help they have needed.

There was relatively little difference in response among the curriculum and occupational classifications, although the commercial students and clerical and sales people were slightly better satisfied. These two groups, composed mainly of the same people, would undoubtedly credit their courses in typing with providing them the help they got.

The amount of help the subjects received in learning to speak before groups of people with confidence and ease

TABLE XX

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE
TO ENABLE YOU TO WRITE LETTERS EFFECTIVELY?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	100	53	71	38	16	9
By Sex						
Male	36	42	38	45	11	13
Female	64	63	33	32	5	5
By Class Rank						
Upper 25 per cent	29	57	17	33	5	10
Middle 50 per cent	49	49	40	40	10	10
Lower 25 per cent	22	59	14	38	1	3
By Activity Rank						
Upper 25 per cent	30	59	15	29	6	12
Middle 50 per cent	48	53	37	41	6	7
Lower 25 per cent	22	49	19	42	4	9
By Curriculum						
College prep	20	54	12	32	5	14
Commercial	27	60	16	36	2	4
General	47	51	37	40	9	10
Vocational	6	50	6	50	0	0
By Occupation						
Agriculture	6	46	4	31	3	23
Clerical and sales	22	63	13	37	0	0
Housewife	38	56	27	40	3	4
Trades and crafts	13	45	13	45	3	10
Professional	21	50	14	33	7	17

is presented in Table XXI. Only 18 per cent of those responding thought they got all the help they needed and 34 per cent thought they got little or no help. Of the men, only 14 per cent were satisfied, and 41 per cent replied that they got little or no help. About the same percentages of good, average, and poor students thought they got all the help they needed, but more of the poor students thought they got little or none. As might be expected, those students with a high activity rank were more favorable as to the amount of help they received than those of average or low rank. Their extra-class activities provided them with opportunities to develop the ability to speak before groups of people.

The college prep and commercial students reported receiving more help than did the general or vocational. People engaged in clerical and sales work thought they got less help than did the other occupational groupings. In their everyday work they are in constant contact with other people, hence have found that they need more ability to speak to people than the other groups.

Two subjects made the following comments attesting to the value of speech classes:

I use to be rather timid when I had to speak to a group of people. In high school I took a semester in speech and with the English that I took I soon overcame my timidity.

TABLE XXI

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN
LEARNING TO SPEAK BEFORE GROUPS OF PEOPLE WITH CONFIDENCE
AND EASE?" BY 187 1946, 1948, AND 1950 GRADUATES
OF INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	34	18	89	48	64	34
By Sex						
Male	12	14	38	45	35	41
Female	22	22	51	50	29	28
By Class Rank						
Upper 25 per cent	10	20	26	51	15	29
Middle 50 per cent	17	17	49	49	33	33
Lower 25 per cent	7	19	14	38	16	43
By Activity Rank						
Upper 25 per cent	15	29	23	45	13	25
Middle 50 per cent	12	13	43	47	36	40
Lower 25 per cent	7	16	23	51	15	33
By Curriculum						
College prep	10	27	14	38	13	35
Commercial	9	20	22	49	14	31
General	13	14	48	52	32	34
Vocational	2	17	5	42	5	42
By Occupation						
Agriculture	3	23	5	38	5	38
Clerical and sales	3	9	18	51	14	40
Housewife	17	25	33	49	18	26
Trades and crafts	5	17	13	45	11	38
Professional	6	14	20	48	16	38

Prior to going to college I never did have to get up before a class or group to do any talking, but soon realized how helpful it would have been to have had a speech course in high school. You could notice the difference in the students who had had this course in other schools.

The amount of help the subjects got in learning to make use of science in daily living is shown in Table XXII. Twenty-eight per cent said they got all the help they needed, 60 per cent said they got some help, and 12 per cent said they got little or none of the help they needed. Due, perhaps, to the fact that more boys took science courses than girls, 31 per cent of the males reported all the help they needed as compared to 25 per cent of the females. The poorer students thought they got less help than did the average or better students, and this could be because fewer of the poor students took courses such as physics. Analysis by activity rank revealed no noticeable difference in opinion, and the college prep students were the only ones differing much from the others, with 38 per cent of them reporting all the help they needed.

Those engaged in clerical and sales work and housewives thought they got less help than did those in the other occupational groupings. The indications that the science courses are aimed primarily at the college preparatory requirements was reflected by the girl who said:

The science and math courses were not of a kind which would help me in an everyday life. They were aimed instead to those who were taking additional study.

TABLE XXII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
LEARNING TO MAKE USE OF SCIENCE IN DAILY LIVING?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	52	28	113	60	22	12
By Sex						
Male	26	31	52	61	7	8
Female	26	25	61	60	15	15
By Class Rank						
Upper 25 per cent	14	27	34	67	3	6
Middle 50 per cent	32	32	53	54	14	14
Lower 25 per cent	6	16	26	70	5	14
By Activity Rank						
Upper 25 per cent	15	29	32	63	4	8
Middle 50 per cent	26	29	51	56	14	15
Lower 25 per cent	11	24	30	67	4	9
By Curriculum						
College prep	14	38	21	57	2	5
Commercial	12	27	26	58	7	16
General	23	25	59	63	11	12
Vocational	3	25	7	58	2	17
By Occupation						
Agriculture	5	38	8	62	0	0
Clerical and sales	6	17	25	71	4	11
Housewife	19	28	36	53	13	19
Trades and crafts	10	34	18	62	1	3
Professional	12	29	26	62	4	10

As shown in Table XXIII, only 25 per cent of the subjects thought they got all the help they needed in learning to keep up with new scientific developments, and 28 per cent thought they got little or none. Once again, men reported receiving slightly more help than women. Those in the lower part of the group academically were most critical, with only 16 per cent reporting receiving all the help they needed. The same tendency was true with activity rank--the students with the lower ranks thought they received less of the help needed than did those with higher ranks. Perhaps due to the type of courses they took in school, the commercial students thought they got less help than the other groups, with only 16 per cent receiving all the help they needed. The subjects in trades and crafts and professional occupations were most satisfied, while only 11 per cent of the clerical and sales group thought they got all the help needed in keeping up with new scientific developments.

Opinion regarding help the subjects received in developing their talents is analyzed in Table XXIV. One-fourth of the graduates thought they got all the help they have needed, and 30 per cent thought they got little or no help. There was very little difference in the responses of men and women, but the students in the upper part of the class scholastically thought they got more help than did those in the lower part. Thirty-one per cent of the good

TABLE XXIII

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU RECEIVE IN
LEARNING TO 'KEEP UP' WITH NEW SCIENTIFIC DEVELOPMENTS?"
BY 186 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	46	25	88	47	52	28
By Sex						
Male	23	27	44	52	18	21
Female	23	23	44	44	34	34
By Class Rank						
Upper 25 per cent	13	26	23	46	14	28
Middle 50 per cent	27	27	47	47	25	25
Lower 25 per cent	6	16	18	49	13	35
By Activity Rank						
Upper 25 per cent	14	28	22	44	14	28
Middle 50 per cent	26	29	41	45	24	26
Lower 25 per cent	6	13	25	56	14	31
By Curriculum						
College prep	11	31	17	47	8	22
Commercial	7	16	25	56	13	29
General	23	25	42	45	28	30
Vocational	5	42	4	33	3	25
By Occupation						
Agriculture	2	15	9	69	2	15
Clerical and sales	4	11	18	51	13	37
Housewife	17	25	27	40	23	34
Trades and crafts	10	34	14	48	5	17
Professional	13	31	20	48	9	21

TABLE XXIV

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
DEVELOPING ANY TALENT YOU MAY HAVE HAD?"
BY 187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
Classification	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	46	25	85	45	56	30
By Sex						
Male	21	25	36	42	28	33
Female	25	25	49	48	28	27
By Class Rank						
Upper 25 per cent	16	31	21	41	14	27
Middle 50 per cent	24	24	49	49	26	26
Lower 25 per cent	6	16	15	41	16	43
By Activity Rank						
Upper 25 per cent	18	35	24	47	9	18
Middle 50 per cent	22	24	42	46	27	30
Lower 25 per cent	6	13	19	42	20	44
By Curriculum						
College prep	15	41	17	46	5	14
Commercial	10	22	20	44	15	33
General	18	19	43	46	32	34
Vocational	3	25	5	42	4	33
By Occupation						
Agriculture	3	23	4	31	6	46
Clerical and sales	9	26	14	40	12	34
Housewife	15	22	36	53	17	25
Trades and crafts	4	14	14	48	11	38
Professional	15	36	17	40	10	24

students and only 16 per cent of the poor students replied that they got all the help they needed. The difference between groups according to activity rank is even larger. Thirty-five per cent of the most-active group and only 13 per cent of the least-active group thought they got all the help they needed in developing their talents. This was expected, since a major part of the extra-curricular activities are aimed at one phase or another of talent development.

College prep students reported receiving the most help, but there was little difference between other curriculum groups. Analysis by occupation showed that the professional group thought they got the most help, while the agriculture and trades and crafts had the largest percentages reporting little or no help.

Responses as to the amount of help the subjects received in learning to appreciate beauty are shown in Table XXV. Replies were almost evenly divided, with 28 per cent thinking they got all the help they needed and 26 per cent saying little or none. Only 22 per cent of the men thought they got all the help they needed as compared to 33 per cent of the women. The average and better students replied about the same, but somewhat fewer of the poor students were satisfied with the help they got. An even greater difference was noted in the responses of the most-

TABLE XXV

RESPONSES TO THE QUESTION, "HOW MUCH HELP DID YOU GET IN
LEARNING TO APPRECIATE THE BEAUTY IN ART, MUSIC,
LITERATURE, OR NATURE?" BY 187 1946, 1948, AND
1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

Classification	All or almost all the help I needed		Some help, but not all that I needed		Little or none of the help I needed	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	53	28	86	46	48	26
By Sex						
Male	19	22	43	51	23	27
Female	34	33	43	42	25	25
By Class Rank						
Upper 25 per cent	15	29	25	49	11	22
Middle 50 per cent	30	30	45	45	24	24
Lower 25 per cent	8	22	16	43	13	35
By Activity Rank						
Upper 25 per cent	18	35	24	47	9	18
Middle 50 per cent	29	32	40	44	22	24
Lower 25 per cent	6	13	22	49	17	38
By Curriculum						
College prep	8	22	22	59	7	19
Commercial	15	33	18	40	12	27
General	27	29	41	44	25	27
Vocational	3	25	5	42	4	33
By Occupation						
Agriculture	2	15	7	54	4	31
Clerical and sales	8	23	20	57	7	20
Housewife	24	35	28	41	16	24
Trades and crafts	6	21	12	41	11	38
Professional	13	31	19	45	10	24

active and least-active groups. Thirty-five per cent of the former and only thirteen per cent of the latter thought they received enough help.

There were minor differences in the replies of the curriculum groups, but slightly more of the commercial students were satisfied than the other groups, with college prep students being the least satisfied. Of the vocational groups, housewives and professionals were most satisfied and those in agriculture and the trades and crafts were least satisfied.

The number of subjects who had gone to other schools since graduation is shown in Table XXVI-A. Sixty-one per cent of the graduates had gone on to other schools, including college, nurses training, business, and trade schools. Of the men, 73 per cent had gone on to school and only 27 per cent had not. Some of this schooling may be the result of training received in the armed forces, and much of it is undoubtedly the result of veterans' educational benefits. Only one-half of the female graduates had attended other schools, but this is fairly high considering the number who had married soon after graduation.

Rank in class was an important factor in determining whether or not the subjects attended other schools. Seventy-one per cent of the good students, 59 per cent of the average, and 50 per cent of the poor students had gone on to school. It was surprising to the author that there was

TABLE XXVI-A

RESPONSES TO THE QUESTION, "SINCE GRADUATION HAVE YOU
 ATTENDED COLLEGE . . . OR ANY OTHER SCHOOL?"
 BY 185 1946, 1948, AND 1950 GRADUATES OF
 INDIANOLA, IOWA HIGH SCHOOL

Classification	Yes		No	
	Number	Per Cent	Number	Per Cent
All Responses	112	61	73	39
By Sex				
Male	61	73	23	27
Female	51	50	50	50
By Class Rank				
Upper 25 per cent	36	71	15	29
Middle 50 per cent	58	59	40	41
Lower 25 per cent	18	50	18	50
By Activity Rank				
Upper 25 per cent	40	78	11	22
Middle 50 per cent	53	58	38	42
Lower 25 per cent	19	44	24	56
By Curriculum				
College prep	36	97	1	3
Commercial	12	27	32	73
General	59	64	33	36
Vocational	5	42	7	58
By Occupation				
Agriculture	4	31	9	69
Clerical and sales	19	56	15	44
Housewife	28	42	39	58
Trades and crafts	19	66	10	34
Professional	42	100	0	0

no larger difference between the good and poor students. Activity rank was even more important in determining further education than was class rank, which was somewhat surprising. Seventy-eight per cent of the most-active group had attended other schools as compared to only 44 per cent of the least active group.

Of the students who took college prep courses in high school, 97 per cent attended other schools. Commercial students were least inclined to get further education, but as was found in Table IV they received much vocational preparation in high school and could thus hold fairly good jobs without further schooling.

As might be expected from the types of positions they hold, every one of the forty-two people in the professions had attended other schools. Sixty-six per cent of those in trades and crafts, 56 per cent in clerical and sales work, 42 per cent of the housewives, and only 31 per cent of those in agriculture had gone on to school.

Table XXVI-B shows how well the 112 subjects who had gone on to school thought their high school education had prepared them. An average of 27 per cent thought they were well prepared and 12 per cent replied that they were poorly prepared. Twenty-one per cent of the men and 33 per cent of the women were satisfied. Analysis by class and activity rank shows that the better and most active students thought

TABLE XXVI-B

RESPONSES TO THE QUESTION, " . . . HOW WELL DO YOU THINK
YOUR HIGH SCHOOL EDUCATION PREPARED YOU FOR THE
SCHOOL YOU ATTENDED?" BY 112 1946, 1948, AND
1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

Classification	Well		Fairly Well		Poorly	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
All Responses	30	27	68	61	14	12
By Sex						
Male	13	21	37	61	11	18
Female	17	33	31	61	3	6
By Class Rank						
Upper 25 per cent	14	39	18	50	4	11
Middle 50 per cent	15	26	36	62	7	12
Lower 25 per cent	1	6	14	78	3	17
By Activity Rank						
Upper 25 per cent	12	30	23	58	5	12
Middle 50 per cent	16	30	33	62	4	8
Lower 25 per cent	2	11	12	63	5	26
By Curriculum						
College prep	12	33	21	58	3	8
Commercial	3	25	9	75	0	0
General	15	25	35	59	9	15
Vocational	0	0	3	60	2	40
By Occupation						
Agriculture	0	0	3	75	1	25
Clerical and sales	3	16	12	63	4	21
Housewife	10	36	17	61	1	4
Trades and crafts	6	32	9	47	4	21
Professional	11	26	27	64	4	10

they were more adequately prepared than the poorer and least active students. College prep students showed more satisfaction than the other groups, and none of the vocational students who went on to other schools thought they were well-prepared.

Analysis by occupation showed that the housewives who had gone on to school thought they were better prepared than the other groups. None of those in agriculture thought they had been well prepared, and 25 per cent replied that they were poorly prepared.

Even with the dissenting answers, it appears that Indianola High School does a fairly good job of preparing its graduates for other schools they will attend. This is especially true when the varied interests and abilities of those going on to other schools is considered.

Reaction as to the most valuable part of the high school program is shown in Table XXVII. The subject listed most often was mathematics, with thirty-one boys and eight girls saying it was the most valuable. Six boys and twenty-four girls said their commercial courses were most valuable, with an additional fifteen subjects listing bookkeeping, twenty-nine listing typing, and twelve shorthand. Thus, the commercial department seems to be considered the most valuable by more students than the other departments.

TABLE XXVII

RESPONSES TO THE QUESTION, "WHAT PART OF YOUR HIGH SCHOOL PROGRAM HAS BEEN THE MOST VALUABLE TO YOU SINCE GRADUATION?" BY 187 1946, 1948, AND 1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

Response	Total	Male	Fe- Male	Response	Total	Male	Fe- Male
"Commercial"	30	6	24	Music	8	2	6
Bookkeeping	15	6	9	Art	2	0	2
Typing	29	9	20	Sports	5	3	2
Shorthand	12	0	12	Extra-curric- ular	8	0	8
"Science"	18	13	5	Association with others	4	3	1
Physics	6	4	2	Social functions	1	1	0
Biology	4	2	2	General Cul- tural value	2	2	0
Mathematics	39	31	8	All parts val- uable	9	6	3
English	31	15	16	No response	9	5	4
Basic skills	6	1	5				
Literature	3	0	3				
Latin	5	1	4				
Speech	5	2	3				
"Social Studies"	6	4	2				
History	6	3	3				
Economics	10	3	7				
Government	16	6	10				
Geography	1	1	0				
Home Ec	27	0	27				
Home nursing	5	0	5				
Voc Ag	14	14	0				
Shop	9	9	0				
Mech. drawing	3	3	0				
Diversified occupations	2	2	0				

Thirty-one subjects--fifteen boys and sixteen girls--thought English was the most valuable part of their schooling, and others listed the basic skills, literature, and speech. The vocational department was mentioned frequently, with twenty-seven girls saying home economics was the most valuable and fourteen boys listing vocational agriculture. Nine boys mentioned shop and three mechanical drawing.

The social studies were also listed, with thirty-nine subjects mentioning one or more of history, government, economics, geography, or just "social studies". Eighteen listed just "science", with ten others being more specific by mentioning physics or biology. Lesser numbers mentioned other parts of the program as being most valuable, while nine said that all parts were of about equal value and nine others did not respond. The answers to this question do not total 187 due to multiple responses of many subjects.

Opinion on the least valuable part of the high school program is presented in Table XXVIII. History was listed most often, with nineteen boys and twenty-one girls saying that it had not aided them in their every-day living as much as other parts of their schooling. Fourteen girls and five boys thought mathematics was least valuable, and three others listed geometry. Nine subjects thought English was least valuable, twelve listed literature, and nine others Latin. Twenty-three thought that science, physics, or biol-

TABLE XXVIII

RESPONSES TO THE QUESTION, "WHAT PART OF YOUR HIGH SCHOOL PROGRAM HAS BEEN THE LEAST VALUABLE TO YOU SINCE GRADUATION?" BY 187 1946, 1948, AND 1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

Response	Total	Male	Fe- Male	Response	Total	Male	Fe- Male
"Commercial"	6	0	6	Music	2	1	1
Bookkeeping	5	2	3	Art	4	2	2
Typing	8	4	4	Physical			
Shorthand	7	0	7	education	4	1	3
				Athletics	2	2	0
"Science"	9	2	7				
Physics	4	2	2	Time wasted in			
Biology	10	4	6	memorizing	1	1	0
Mathematics	22	6	16	None--all parts			
				valuable	28	12	16
English	9	7	2	No response	28	13	15
Literature	12	6	6				
Speech	1	1	0				
Latin	9	4	5				
"Social Studies"	1	1	0				
History	40	19	21				
Economics	3	0	3				
Government	5	2	3				
Geography	1	1	0				
Home Ec	3	0	3				
Home nursing	1	0	1				
Hygiene	1	1	0				
Voc Ag	2	2	0				
Shop	3	3	0				
Diversified							
occupations	1	1	0				

ogy had been the least help to them since graduation. Other parts of the program were listed by lesser numbers of the subjects.

It was interesting to note that twenty-eight subjects thought that all parts of their program had been valuable, and an additional twenty-eight made no response, which was interpreted as meaning about the same. On the whole, it seems that all parts of the program were believed valuable by the former students. Several suggestions were made that the history course should contain more current material that would make it more valuable to the every-day lives of students.

When asked their over-all opinion of how well their high school education had prepared them for living in the modern world, the subjects responded quite favorably as shown in Table XXIX. Twenty-one per cent thought they were very well prepared, and 71 per cent thought they were fairly well prepared. Six per cent responded that they were poorly prepared, and only 2 per cent replied "very poorly." Men were somewhat less satisfied than women, with only 14 per cent replying "very well" and 10 per cent saying they were poorly prepared.

Those who were good students were more favorable than the poorer students. Twenty-four per cent of the good students thought they were well prepared as compared to

TABLE XXIX

RESPONSES TO THE QUESTION, "ON THE WHOLE, HOW WELL DO YOU
THINK YOUR HIGH SCHOOL EDUCATION PREPARED YOU FOR WHAT
YOU HAVE DONE SINCE GRADUATION?" BY 186 1946, 1948,
AND 1950 GRADUATES OF INDIANOLA, IOWA HIGH SCHOOL

Classification	Very Well		Fairly Well		Poorly		Very Poorly	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
All Responses	39	21	132	71	12	6	3	2
By Sex								
Male	12	14	63	75	8	10	1	1
Female	27	27	69	68	4	4	2	2
By Class Rank								
Upper 25 per cent	12	24	36	71	2	4	1	2
Middle 50 per cent	22	22	71	72	4	4	1	1
Lower 25 per cent	5	11	25	68	6	16	1	3
By Activity Rank								
Upper 25 per cent	11	22	36	71	2	4	2	4
Middle 50 per cent	22	24	61	68	6	7	1	1
Lower 25 per cent	6	13	35	78	4	9	0	0
By Curriculum								
College prep	7	19	29	78	0	0	1	3
Commercial	18	40	26	58	1	2	0	0
General	12	13	69	75	9	10	2	2
Vocational	2	17	8	67	2	17	0	0
By Occupation								
Agriculture	3	23	9	69	1	8	0	0
Clerical and sales	11	31	21	60	3	9	0	0
Housewife	17	25	47	69	3	4	1	1
Trades and crafts	4	14	21	72	3	10	1	3
Professional	4	10	34	83	2	5	1	2

only 11 per cent of the poor. Six per cent of the former and 19 per cent of the latter thought they were poorly or very poorly prepared. Students who were average in class rank were slightly more favorable than those who participated a lot, and were considerably more satisfied than those with a low class rank.

Commercial students were very well pleased with the help they got as was demonstrated earlier in Table IV. Forty per cent of them thought they were very well prepared, and only 2 per cent replied "poorly". There was relatively little difference in opinion of the other groups, although a larger percentage of vocational students said that they were poorly prepared.

Of the occupational classifications, more clerical and sales people thought they were well prepared than the other groups, but there was little difference in the percentages of those replying "poorly" or "very poorly".

It seems that former students have a good opinion of Indianola High School, despite some shortcomings in their preparation. In their comments, many compared the preparation they got with what was available in other schools, and were thankful that they had gone to school in Indianola. A few comments are listed below.

It is pretty good as is.

I don't believe however, it was my high school's fault I didn't learn any more than I did. What I mean

is, I should have taken more time to study and learn what they did have to offer.

In conclusion I would like to say that the Indianola school system ranks among the best in public schools My respects and regards to those who administered and taught while I was attending, and thanks for the good job of molding what little clay I presented them with.

Actually--I believe that Indianola was a pretty good school. My husband is a teacher . . . and I've seen some schools a lot worse than Indianola, and made me feel lucky to have been where I was.

In the six years since I graduated from high school, I have never for a moment felt that my high school background has been inadequate as compared to my associates. There were individual teachers that I have felt fell short of par, but generally speaking the faculty is much above average.

I hate to criticize I. H. S. because I believe I got as good an education as possible. Comparing to Calif. schools, IHS have them beat many fold.

In Table XXX are presented the suggestions that the subjects thought would improve the school system. The list of suggestions is impressive not only for the number that was made, but for their variety as well. Many of the suggestions refer to changes that have already been made, some are impractical, and a few even contrary to state law, but all are presented. They have been classified to a certain extent by the author in an attempt to reduce the quantity of different responses.

There were many suggestions made in regard to improving the guidance program, with most being related in some

way to informing the student of his capabilities. Suggestions made in regard to course offerings nearly all included the request for more instruction in some area, especially languages, vocational courses, and science. Many suggestions were made that the school should offer more challenge, especially to individual endeavor. More suggestions were made in regard to some phase of home life or family living than any other area. Twenty-nine subjects made no response to the question, perhaps indicating that they were satisfied with the school as it was when they attended.

TABLE XXX

RESPONSES TO THE QUESTION, "WHAT CHANGES IN COURSES, METHODS,
OR ACTIVITIES WOULD YOU SUGGEST . . . ?" BY
187 1946, 1948, AND 1950 GRADUATES OF
INDIANOLA, IOWA HIGH SCHOOL

Suggestion	Total	Male	Female
Suggestions in Regard to Guidance			
Should have an improved guidance program.	11	6	5
Students should be made more aware of their aptitudes and interests, and the vocations they are suited for.	24	14	10
Students should have a planned sequence of courses to lay foundation for future work.	14	6	8
Vocational guidance and information should be more complete and up-to-date.	13	8	5
A full-time guidance person to aid with career choice and other problems.	6	2	4
Every student should have a faculty member for an advisor who would be well acquainted with him.	7	4	3
Should give information on military training.	3	3	0
All capable students should be convinced of the importance of further education.	4	2	2
Students should be encouraged to take a well-rounded program.	4	0	4
Students should receive more help in choosing and preparing for college.	1	0	1
Better records should be kept of student activities and achievements.	1	1	0
Suggestions in Regard to Course Offerings			
A modern foreign language should be offered.	16	4	12
Should have a better and more varied vocational education program, more shop work.	18	11	7

TABLE XXX (continued)

Suggestion	Total	Male	Female
More choice in diversified occupations.	5	2	3
A chemistry course should be offered.	13	9	4
More "science" should be offered.	7	4	3
More "science" should be compulsory.	3	2	1
Biology should be taught a little differently.	1	1	0
Encourage students to take more math.	8	5	3
Offer more advanced mathematics.	3	3	0
Mathematics should include practical work, useful in every-day living.	4	1	3
Algebra should not be required.	1	0	1
Home economics should be more diversified.	5	0	5
Home economics should be made more practical.	8	0	8
Home economics should be required.	2	0	2
Should stress more English, basic skills, and grammar.	16	10	6
More speech should be available or compulsory.	17	7	10
Give special help in English for college prep students to teach essay writing and research work.	4	3	1
Should offer a course in journalism.	3	1	2
Have at least some bookkeeping and business training for all students.	9	6	3
Commercial subjects should be available earlier in school.	1	0	1
A course in business machines should be offered.	2	1	1
More advanced bookkeeping should be given.	1	0	1
Commercial teachers should have practical experience.	1	0	1
More detailed study of government operations.	8	4	4
More emphasis on local government.	3	1	2
More outside work in government, less book outlines.	1	0	1
More detailed history.	2	1	1

TABLE XXX (continued)

Suggestion	Total	Male	Female
A course in philosophy should be offered.	3	1	2
A course in sociology should be offered.	3	2	1
A course in psychology should be offered.	4	2	2
More and better art and music offerings.	11	1	10
Should offer a course in religion.	1	1	0
A wider choice of subjects should be available.	5	1	4
Should be more coordination between classes.	1	1	0
Have gym every day.	2	0	2
Include ballroom dancing in gym.	8	2	6
Spend more time studying problems of everyday life and solving them intelligently.	15	6	9
Suggestions in Regard to Methods			
Should have a higher quality of teachers.	3	1	2
Teachers should take more individual interest in each pupil.	10	4	6
Students should be encouraged to do more work on their own.	7	3	4
More emphasis on good reading and study habits.	6	4	2
Motivate students by letting them know why the material is important.	10	4	6
Make school harder, provide a challenge.	7	2	5
Revise the grading system to encourage all students to work to capacity.	4	1	3
Encourage self-conscious students to express themselves.	4	0	4
Special help for poor students.	6	3	3
Make more use of community resources, less book-work.	4	0	4
More emphasis on meeting and getting along with people.	5	5	0
More rigid discipline.	2	0	2

TABLE XXX (continued)

Suggestion	Total	Male	Female
More essay-type exams, term papers.	2	0	2
Cut out all expenses, including lectures, games, etc.	2	0	2
Expel fewer students.	1	0	1
Less time spent on memorizing quotations.	1	1	0
Students should have more pride in a job well-done.	2	0	2
Suggestions in Regard to Preparation for Home and Family Life			
Include training in first aid and safety.	4	0	4
More training for marriage and family life; home management.	22	7	15
Should have a course in sex education.	28	7	21
Should have a course in health and personal hygiene.	3	2	1
Should teach more about personal and family financial affairs (budgeting, insurance, taxes, etc.).	17	8	9
More should be taught about child care.	11	0	11
Should stress recreation in the home and community.	2	0	2
Religious significance of marriage vows should be discussed.	2	2	0
Suggestions in Regard to Extra-Curricular Activities			
Better-planned extra-curricular program	5	1	4
Spread out participation among more of the student body.	14	6	8
Less stress on athletics.	4	0	4
Good grades should be required before participation in sports.	1	0	1
More clubs and activities.	4	1	3
Reduce the number of extra-curricular activities.	2	1	1
Emphasize sportsmanship.	1	1	0

TABLE XXX (continued)

Suggestion	Total	Male	Female
Miscellaneous Suggestions			
Extend the high school to include 2 years of college.	3	1	2
Improve clothing storage facilities in gym.	1	1	0
Have a cooling system for water fountains.	1	1	0
Don't believe any changes need to be made.	1	1	0
No response.	29	14	15

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary and conclusions. The previous chapter has reported in detail the findings of the study made to determine how well satisfied the graduates of Indianola, Iowa High School are with the preparation they received in school. Out of 215 members of the classes of 1946, 1948, and 1950, 187 responded to the survey, and their responses were analyzed according to sex, class rank, activity rank, curriculum pursued while in high school, and present occupation.

On the basis of the information and opinions obtained from these graduates, the following conclusions can be reached as to the preparation of Indianola, Iowa High School graduates for every-day living:

1. On the whole, the graduates of Indianola High School thought they were fairly well prepared for what they have done since graduation.
2. While there were some variations on individual questions, women were generally better satisfied than men with the help they got. Also, good students were more satisfied than poor students; those with a high activity rank were more satisfied than those with a low activity rank; commercial and college prep students were more satisfied

than general and vocational students; and people working in the professions, clerical and sales people, and housewives were more satisfied than people in agriculture or trades and crafts.

3. Areas in which the subjects expressed the most satisfaction with the help they received were:

- a. Information about good health habits.
- b. Learning to participate in political processes.
- c. Learning to live harmoniously with minority race and religious groups.
- d. Learning to solve every-day math problems.
- e. Learning to read rapidly and well.
- f. Learning to write letters effectively.

4. Areas in which the subjects thought they got some help, but could have used more include:

- a. Help in choosing appropriate subjects, courses, and activities.
- b. Information on getting and keeping a job.
- c. Help in deciding whether or not to go on to college or trade school after graduation.
- d. Learning to use leisure time wisely.
- e. Help in understanding the vital social and economic problems.

5. Areas in which the subjects have needed much more help since graduation than they received include:

- a. Determining vocational aptitudes and interests.
- b. Vocational information.
- c. Preparing for a vocation.
- d. Learning to improve personal appearance, manners, self-confidence, and emotional control.
- e. Information in reference to sound sex education.
- f. Preparing for marriage and homemaking.
- g. Information in regard to child care.
- h. Learning to buy wisely.
- i. Learning to manage financial affairs wisely.
- j. Learning to speak before groups of people.
- k. Learning to make use of science in daily life.
- l. Learning to "keep up" with new scientific developments.
- m. Developing talents.
- n. Learning to appreciate beauty.

In order to better prepare the future graduates of Indianola, Iowa High School, the following recommendations are made which have been based on the opinions of the graduates of six, eight, and ten years ago:

1. The guidance program should be improved, possibly including the services of a full time guidance worker. More complete and up-to-date vocational and educational guidance should be given, based on aptitude and interest tests of students.

2. More help should be given students, including boys, on preparing for marriage and home life. This could be a separate course in which sex education, child care, home finance, and problems of every day living would be included. Home economics should include more varied and practical experiences for the girls.

3. Students in all classes should be encouraged to express themselves, and more timid students should be particularly encouraged to participate in group discussions.

4. Special help should be given in all classes to the poorer students; all students should be urged to work to full capacity.

5. Mathematics and science classes should be expanded to provide experiences for the lower-ability students who do not plan to go on to college. Chemistry and more advanced mathematics should be available to those planning to attend college.

6. All classes, especially the social sciences, should make more usage of current happenings in their fields.

7. A modern foreign language should be offered.

Need for additional study. A study of this type has implications only for one school and only at a particular time. Any other school system desirous of evaluating their program would have to make a separate study based upon local conditions and needs.

This study was made with a very restricted group of subjects, who all attended school within a five year period. Further studies are needed of more recent graduates, and if the recommendations of the report are carried out, further investigation of future graduates would be valuable to see if the desired changes in student opinion had been achieved. Continuous studies are also needed due to the fact that needs of society are constantly changing, hence the school must always be sure it is keeping up.

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APPENDIX

APPENDIX

The following is a copy of the letter which was sent with each questionnaire.

To 1946, 1948, and 1950 graduates of Indianola High School:

In the fast-moving modern world, many phases of our lives are constantly being changed. We face some problems today that weren't even dreamed of ten or twenty years ago, while other problems (such as earning a living!) have been with mankind since creation. The task of the schools in our society is to prepare children for living efficiently in the society. This task is made much more difficult because of the many changes in our lives. School subjects and methods must be under constant revision if they are to keep up with the changing world around them.

You graduates have been out of school 6, 8, or 10 years--long enough to realize what problems a high school graduate must face after leaving school. You know better than anyone else how the school could be changed to make it more useful to future graduates.

Well, here's your chance! The enclosed questionnaire has been designed to find out what you think about the help you received in various parts of your high school program and how you think it could be improved. For example, look at question 11, "How much information did you receive in regard to child care?" If you believe you got all the help you have needed, place a check in the first box; if you got some help but not all you have needed, place a check in the second box; if you got little or none of the help you have needed, place a check in the third box. If you have not needed any information on child care since graduation, you obviously received all you needed in high school--whether you got any or not, so you would then check the first box. Answer all the rest of the questions in this manner--checking in response to how much of the help you have needed that you got in high school.

In question 30, make any suggestions that you believe would help the school prepare graduates better for living in the modern world. These suggestions can be about any part of the school or school program--this is your chance to tell the school how to improve itself.

Notice the dotted line at the top of the questionnaire. When I receive the completed form from you I will tear the top part off, so your answers to the questions will remain anonymous. I will give the names and addresses from the class of 1946 to Bernice (Willsey) Pickup, 1948 to Maxine (Norris) Englund, and 1950 to Maurine (Lamb) Stone. They will keep the names and addresses for use when class reunions are being planned. The rest of the questionnaire will be analyzed to see what you think about improving the high school program. This project is a part of my work at Drake University, and is being done in cooperation with the Indianola school system.

Please complete and return the questionnaire within three days. I have enclosed a self-addressed, stamped envelope for your return.

Thank you for your help.

John T. Hansell
(Class of 1948)

The following is a copy of the questionnaire which was sent to all subjects in the study.

Name _____ Class of 19 _____

Address _____

Name and address of someone who will always know where you can be located: _____

Sex: M () F () Age: _____ Occupation _____

Marital status: Single (), Married (), Divorced (),
Separated ()

Number of children: _____

1. How much help did you receive in choosing appropriate subjects, courses, and activities in high school?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
2. How much help did you receive in determining your vocational aptitudes and interests?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
3. How much vocational information (types of jobs, preparation needed, salaries, etc.) did you receive in high school?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
4. How much preparation for your chosen vocation did you receive in school?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

5. How much information did you receive on how to get and keep a job?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
6. How much help did you get in deciding whether or not to go on to college or trade school after graduation?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
7. How much information about good health habits did you receive in high school?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
8. How much help did you get in learning to improve your personal appearance, manners, self-confidence, and emotional control?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
9. How much information did you receive in reference to sound sex education?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
10. How much help did you get in preparing yourself for marriage and homemaking?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
11. How much information did you receive in regard to child care?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
12. How much help did you receive in learning to buy wisely, "get the most for your money"?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

13. How much help did you get in learning to manage your financial affairs (insurance, social security, income tax, etc.) wisely?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
14. How much help did you get in learning to use your leisure time wisely (reading, music, dancing, sports, hobbies, etc.)?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
15. How much help did you receive in learning to participate in political processes (voting, city-state-national gov't.)?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
16. How much help did you receive in understanding the vital social and economic problems (communism, race issues, etc.)?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
17. How much help did you receive to help you live harmoniously with minority race and religious groups?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
18. How much help did you get in learning to solve everyday math problems?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
19. How much help did you receive in learning to read rapidly and well?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
20. How much help did you receive to enable you to write letters effectively?
All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

21. How much help did you receive in learning to speak before groups of people with confidence and ease?
 All or almost all the help I needed ()
 Some help, but not all that I needed ()
 Little or none of the help I needed ()
22. How much help did you get in learning to make use of science in daily living?
 All or almost all the help I needed ()
 Some help, but not all that I needed ()
 Little or none of the help I needed ()
23. How much help did you receive in learning to "keep up" with new scientific developments?
 All or almost all the help I needed ()
 Some help, but not all that I needed ()
 Little or none of the help I needed ()
24. How much help did you get in developing any talent you may have had?
 All or almost all the help I needed ()
 Some help, but not all that I needed ()
 Little or none of the help I needed ()
25. How much help did you get in learning to appreciate the beauty in art, music, literature, or nature?
 All or almost all the help I needed ()
 Some help, but not all that I needed ()
 Little or none of the help I needed ()

How many years did you attend Indianola High School? _____

While you were in high school, which type of program did you follow?

- | | |
|-------------------------|----------------|
| () College preparatory | () General |
| () Commercial | () Vocational |

26. Since graduation have you attended college, trade school, business school, nurses training, or any other school? Yes () No (). If "yes", how well do you think your high school education prepared you for the school you attended?
 Well () Fairly well () Poorly ()
27. What part of your high school program has been the most valuable to you since graduation? Why?

28. What part of your high school program has been the least valuable to you since graduation? Why?
29. On the whole, how well do you think your high school education prepared you for what you have done since graduation?
Very well () Fairly well () Poorly () Very poorly ()
30. What changes in courses, methods, or activities would you suggest to improve the preparation of future graduates for what they will have to do after leaving school? (Be specific, use extra pages if necessary)